

DOCUMENT RESUME

ED 096 622

88

CS 001 339

TITLE Motivation for Reading Improvement. Final Project Report.

INSTITUTION Kit Carson Union Elementary School District, Hanford, Calif.

SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento.

BUREAU NO 14-70-0290

PUB DATE 73

NOTE 108p.

EDRS PRICE MF-\$0.75 HC-\$5.40 PLUS POSTAGE

DESCRIPTORS Grade 5; Grade 6; Grade 7; Grade 8; Language Arts; Listening Skills; *Motivation; *News Media; Reading; Reading Comprehension; *Reading Improvement; *Reading Programs; *Reading Skills; Teaching Techniques; Writing Skills

IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

This document reports on a project aimed at motivating students to develop attitudes that learning can be fun and that it can benefit them, and at discouraging students from working just to please the teacher. The project involved the use of a "News Laboratory," which included a United Press International wire service, various newspapers, magazines, and books. Those involved in the project were 120 fifth through eighth grade students. The activities developed to achieve the objectives consisted of students reading the various news media and then reporting their selections in an oral or written analysis in order to improve their reading rate and comprehension, listening abilities, and writing abilities. Pretests and posttests were administered to the students to determine if 75 percent improved their reading rate and comprehension seven months beyond the average growth shown during the last two years, if 60 percent of the students showed a 6 percent increase in listening skills, and if 80 percent showed a 10 percent gain in writing ability. Evaluation findings indicated that the listening objective had been more than met, the writing objective was 4 percent short of the objective goal, and the reading objective was 39 percent short of the projected goal. (WR)

ED 096622

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ESEA, Title III

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FINAL PROJECT REPORT
TITLE III ESEA
MOTIVATION FOR READING IMPROVEMENT
PROJECT NO. 0290
FOR PROJECT PERIOD 1972-73

SUBMITTED BY
KIT CARSON UNION ELEMENTARY SCHOOL DISTRICT
9895 7th AVE.
HANFORD, CALIFORNIA 93230
PHONE (209) 582-2843
TED VANDER ARK
DISTRICT SUPERINTENDENT
AND
PROJECT DIRECTOR

CS 001 339

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END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

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COMPONENT I

STATISTICAL DATA



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California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Bureau of
Instructional
Program Planning
and Development

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965
(P.L. 89-10 as amended by P.L. 90-247)

THIS SPACE FOR
STATE USE ONLY

County

District Code

Project #

Type

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check one)

A ☐ INITIAL APPLICATION FOR TITLE
III GRANT OR RESUBMISSION

D ☐ APPLICATION FOR
CONTINUATION GRANT

2. IN ALL CASES EXCEPT INITIAL
APPLICATION, GIVE ASSIGNED
PROJECT NUMBER

C ☐

Project Report

0290

3. MAJOR DESCRIPTION OF PROJECT:
(Check one only)

A ☒ INNOVATIVE C ☐ ADAPTIVE

D ☐ EXEMPLARY

4. TYPE(S) OF ACTIVITY (Check one or more)

A ☒ PLANNING OF
PROGRAM

C ☐ CONDUCTING
PILOT ACTIVITIES

E ☐ CONSTRUCTING

D ☐ PLANNING OF
CONSTRUCTION

D ☒ OPERATION
OF PROGRAM

F ☐ REMODELING

5. PROJECT TITLE (5 Words or Less)

MOTIVATION FOR READING IMPROVEMENT

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR
EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. (See instructions)

The purpose of this project is to increase the reading achievement of 75%
of the students in grades 5 through 8 by 7 months beyond the average of the
past 2 years. This is to be done through the motivation generated through
use of a UPI teletype, radio and TV broadcasts and various news publications.

ITEM NUMBER 7

7. NAME OF APPLICANT (Local Education
Agency)

Kit Carson Union
Elementary School District

8. ADDRESS (Number, Street, City, State, Zip Code)

9895 7th Avenue
Hanford, California 93230

9. NAME OF COUNTY

Kings

10. CONGRESSIONAL DISTRICT

12

11. NAME OF PROJECT DIRECTOR

Ted Vander Ark

12. ADDRESS (Number, Street, City, State, Zip Code) (Bus.)

9895 7th Avenue
Hanford, California 93230

PHONE NUMBER (Bus.)

582-2843

AREA CODE

209

13. Name of Authorized Agent

Ted Vander Ark

14. ADDRESS (Number, Street, City, State, Zip Code) (Bus.)

9895 7th Avenue
Hanford, California 93230

PHONE NUMBER (Bus.)

582-2843

AREA CODE

209

15. POSITION OR TITLE

Superintendent

Signature of Authorized Agent

Ted Vander Ark

DATE SUBMITTED

6-25-73

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SECTION A - Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED 12	17A. TOTAL NUMBER OF COUNTIES SERVED 1 D. TOTAL NUMBER OF LEA'S SERVED 1 C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED 120	18. LATEST AVAILABLE PER-PUPIL AVERAGE EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED \$ 553.00
---	---	--

SECTION B - TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.	PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A. Initial Application or Resubmission		9-70	6-71	\$ 27,431
B. Application for First Continuation Grant		9-71	6-72	\$ 27,434
C. Application for Second Continuation Grant		9-72	6-73	\$ 27,434
D. Total Title III Funds				\$ 82,302
E. End of Budget Period Report				

2. Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

A. Type of function (Check applicable boxes)		
1 ☐ REMODELING OF FACILITIES	2 ☒ LEASING OF FACILITIES	3 ☐ ACQUISITION OF FACILITIES
4 ☐ CONSTRUCTION OF FACILITIES	5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT	
B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY \$ _____

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SECTION C - PROJECT CLASSIFICATION

1. Project Subjects

- 1.1 ☒ - Language Arts (Development)
 1.2 ☐ - Fine Arts
 1.3 ☐ - Foreign Language
 1.4 ☐ - Mathematics
 1.5 ☐ - Science
 1.6 ☐ - Social Science, Humanities
 1.7 ☐ - P.E., Recreation, and Health
 1.8 ☐ - Vocational Education
 1.9 ☐ - Other

2. Handicapped Education

- 2.1 ☐ - Mentally Retarded
 2.2 ☐ - Hard of Hearing
 2.3 ☐ - Deaf
 2.4 ☐ - Speech Impaired
 2.5 ☐ - Visually Handicapped
 2.6 ☐ - Seriously Emotionally Disturbed
 2.7 ☐ - Crippled
 2.8 ☐ - Other Health Impaired

3. Guidance, Counseling, and Testing

- 3.1 ☐ - Counseling with Handicapped
 3.2 ☐ - Group Guidance Activities
 3.3 ☐ - Group Counseling
 3.4 ☐ - Career Guidance and Counseling
 3.5 ☐ - Counseling with Special Problems
 3.6 ☐ - Use of Paraprofessionals
 3.7 ☐ - Parent Conferences
 3.8 ☐ - Follow-up and Drop-out Studies
 3.9 ☐ - Inservice Training
 3.10 ☐ - Use of Community Resources
 3.11 ☐ - Curriculum Development
 3.12 ☐ - General Counseling
 3.13 ☐ - Consultation with Teachers
 3.14 ☐ - Program Evaluation and Development

4. Grade Levels

- 4.1 ☐ - Preschool (indicate ages 3 or 4) _____
 4.2 ☒ - Elementary (indicate grades K-6) 5-6
 4.3 ☒ - Secondary (indicate grades 7-12) 7-8
 4.4 ☐ - Junior College (indicate grades 13-14) _____
 4.5 ☐ - Adult

5. Is your project an adoption or adaptation of another Title III project? ☐ Yes☒ No

If yes, name the agency operating the project: _____

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END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

COMPONENT II

DATA FOR U.S. OFFICE OF EDUCATION

COVER PAGE

for Component II

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Data for U. S. Office of Education

(To be completed for all projects active for any period
between July 1972 - Through June 30, 1973. Agencies
having more than one project must prepare a report for
each project.)

Enter information for items 1 through 7.

1. 0290 2. MOTIVATION FOR READING 3. Kit Carson Union Elem. District
Project No. Local Educational Agency
IMPROVEMENT 9895 7th Avenue
Project Title Hanford, California 93230
Address

4. Ted Vander Ark 5. Ted Vander Ark
Name of school official responsible Name of Project Director
for this report
582-2843 582-2843
Phone No. Phone No.

6. The 1972-73 school year has been

6.1 ☐ The first year of operation.6.2 ☐ The second year of operation.6.3 ☒ The third year of operation.

7. Enter the following ending dates:

Ending date for first year 6-71
Ending date for second year 6-72
Ending date for third and final year 6-73

PART I - STAFF DEVELOPMENT

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The report should describe project staff development activities that took place during the period July 1, 1972, through June 30, 1973. If no project staff development activities occurred, write NONE in the first column. Staff development activities are those inservice efforts designed to improve competencies of the staff working full or part-time on the project. Enter the figures in columns two and three.

STAFF DEVELOPMENT ACTIVITIES OF ONE OR MORE DAYS DURATION 1972-73					
(1)	(2)	(3)			
Definition of Staff: (Staff includes all personnel assigned to work on the project full or part time, whether paid by the district or the project.)	Total No. of participants (Unduplicated) in all activities.	No. of workshops, conferences and seminars held by type of training			
		Dissemination to spread information about project	Evaluation to appraise progress	Combination of dissemination & evaluation	Other, such as in-service education. Specify (Use back of this page.)
None →					

PART II - EXTENT OF ADOPTION/ADAPTION

1972-1973

The purpose of this section is to find out how many projects are being continued to some extent by the grantee or by other school districts after federal funds have expired.

The report should be limited to projects for which federal funds expired during the period July 1, 1972 through June 30, 1973. If the grantee district expects to continue the project to some extent during the next fiscal year, this should be reported by marking the box. The estimated extent of adoption or adaption by the grantee district should be shown by circling the appropriate percentage figure in the scale.

1. The project is being continued by the grantee in some form after federal funds expired. ☐ Yes ☒ No
2. If the answer is YES, draw a circle around the one figure which best represents your estimate of the degree of adoption/adaption of the project in your school district.

20%	30%	40%	50%	60%	70%	80%	90%	100%
-----	-----	-----	-----	-----	-----	-----	-----	------

3. Is the project being adopted or adapted by other school districts?

☐ Yes

☒ No

4. If the answer is YES, list the school districts by name and address:

4.1 _____	4.11 _____
_____	_____
4.2 _____	4.12 _____
_____	_____
4.3 _____	4.13 _____
_____	_____
4.4 _____	4.14 _____
_____	_____
4.5 _____	4.15 _____
_____	_____
4.6 _____	4.16 _____
_____	_____
4.7 _____	4.17 _____
_____	_____
4.8 _____	4.18 _____
_____	_____
4.9 _____	4.19 _____
_____	_____
4.10 _____	4.20 _____
_____	_____

PART II (Continued)
Title III Area of Influence*

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As Project Director and/or after consultation with district or county personnel involved:

1. Name Mr. William Reed Title King County Reading Consultant
2. Name Mr. Stephen Smith Title King County Consultant
3. Name Mr. Alvin Smith Title Sanit. Central Union School
Lawrence, California

Please rank the impact of this ESEA, Title III project on your local educational agency (LEA). Leave blank any items that do not apply and add other categories as desired. Rank items 1 to 7 (or more if you have made additions to the list). Give examples only on items ranked 1 and 2. Number 1 indicates that throughout the LEA the impact was greatest in developing skill areas or attitudinal changes in:

Rank**

Examples

- Special project development
Needs assessment, goal setting, planning (writing), implementation, etc.
- Staff training
Resulting in added skills or attitudinal change
- 1. ----- Parental involvement in the schools
Bringing parents into more direct contact with school activities
- 2. ----- Community involvement
Instances of community participation other than parents
- Evaluation competencies and use of evaluation information
- Products developed
Have the products developed by the project, i.e.,
Materials: curriculum guides, AV materials, etc.
Methods: individualized instructions, use of aides, etc.: been put to use beyond project requirement?
List under examples.
- Management and accounting procedures
Have the project activities resulted in increased accountability in other learning situations?
List under examples.
- Other - Please explain

Use this space to give examples of items ranked 1 and 2.

1. Parents responded with almost 100% participation in parent-teacher conferences. Mothers' Club used the project newspaper to help get community interest and support of their money-making projects. Parents came to and showed interest in student plays, etc.

2. Community resource people came to talk to our project people supplementing their studies. Also, before the Presidential election the area leader of each political party came to talk to us about their particular party. Thus, bringing literature and answering our questions on government studies.

* As a result of participation in ESEA, Title III endeavors

** Information derived will indicate areas of greatest impact - Number 1 most impact
 Number 7 (or more) least impact.

PART III - EXTENT OF PARTICIPATION

1972-1973

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The purpose of this part of the report is to find out the actual direct or indirect participation of public and private school pupils and adults in the project during the 1972-73 operational period.

Any participation should be reported only once. The count should be based on actual participation during the 1972-73 school year. The numbers are almost certain to be different from those anticipated in the project application.

The United States Office of Education definitions should be applied:

Direct Participation - Enter the number of different persons participating in activities involving face-to-face interaction of pupils and teachers designed to produce learning, in a classroom, a center or mobile unit; or receiving other special services.

Indirect Participation - Enter the number of different persons visiting or viewing exhibits, demonstrations, museum displays; using materials or equipment developed or purchased by the project; attending performances of plays, symphonies, etc.; viewing television instruction in a school, a center, or home; or participating in other similar activities. Carefully prepared estimates are acceptable.

Elementary - For reporting purposes only, consider elementary as being Prekindergarten through Grade 6.

Secondary - For reporting purposes only, consider secondary as being Grades 7 through 12.

Please supply the information requested for the project.

Table A

Number of Public and Nonpublic School Teachers, and Counselors Participating

Schools (a)	Staff whose students were direct participants				Staff whose students were indirect participants			
	Teachers		Counselors		Teachers		Counselors	
	Elementary (b)	Secondary (c)	Elementary (d)	Secondary (e)	Elementary (f)	Secondary (g)	Elementary (h)	Secondary (i)
Public	2	2			1	1		
Nonpublic								

PART III (Continued)

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The totals in the following 4 tables must agree one with the other. Also, do not use duplicated figures in the first 4 tables. The target population must be represented by the figures when direct participants are reported. See definitions for direct and indirect in Part III.

Table I

a. Program	b. Check (✓) pro- gram area(s) covered	c. No. of public school students directly participating	d. Amount granted this past year
Select the program of your project. Use "other" category if none apply.			
Reading	X	120	27,434
Environment/Ecology			
Equal Educational Opportunity			
Model Cities (Urban, Inner-City)			
Gifted			
Handicapped			
Guidance and Counseling			
Drug Education			
Early Childhood Education (Kindergarten and below)			
Other Programs			
Total		120	

Table II

Provide unduplicated counts of students by grade levels. See instructions below:

Grade	a. School Enrollment		b. Direct Project Participants		c. Indirect Project Participants		d.	e.
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic		
K								
1	18							
2	36							
3	38							
4	11							
5	16				16			
6	15		30		15			15
7	51		32		22		32	22
8	15		27		18		27	18
9	12		31		11		31	11
10								
11								
12								
Ungraded								
TOTALS	395		120		112		90	66

Column a. Include the total enrollment in the local educational agency.

Column b. Include only the target population.

Column b. & c. See definitions of direct and indirect for both columns.

Column d. Include an estimate of the number of target population students who have been in the project since its inception. A cumulative total of all years is requested. Provide an unduplicated count; therefore, do not count any student more than once.

Column e. Include an estimate of the number of students within the local educational agency who have not been directly serviced by the project, but would benefit from direct participation because they fit the description of the target population.

Table III

Rural/Urban Distribution of Public School, Direct Participants Served by Project - Enter Number of Each Category. See definitions at bottom of page.

Rural		Metropolitan			Total of all Categories
Farm	Non Farm	Low Socio-Economic	Other	Other Urban	
90	30				120

Table IV

Distribution of Public School, Direct Participants by Project - Enter Number of Each Group.

Negro	American Indian	Spanish Surname	Oriental	White	Other Nonwhite	Total of all groups
1		21	1	97		120

Recap of Totals for Tables I, II, III and IV.

Total of Column c., Table I	120
Total of Column b. (Public School), Table II	120
Total of All Categories, Table III	120
Total of All Groups, Table IV	120

The totals on each line above should agree one with the other.

Definitions:

Rural means an outlying area of less than 2,500 inhabitants.

Low socio-economic means an area of low socio-economic level within a city of 50,000 inhabitants or more.

Other means areas in cities of 50,000 or more inhabitants which are other than low socio-economic areas.

Other Urban means areas (including suburbs) with less than 50,000 but more than 2,500 inhabitants.

Table V

Provide Number of Schools in the Project.

Elementary	Public	Nonpublic
	one (1)	
Secondary		

Table VI

Number of Students Served Directly by Unique Target Populations (Figures may be duplicated)

Students (a)	Indians (b)	Migrants (c)	Disadvantaged (d)	Handicapped (e)	Childhood Education (Kgtm. & Below) (f)	Other Target Populations (See note below (g))
Number of Students	0	4	6	0	0	21

Note for Column (g) check populations included in the number entered above.

21 Children from non-English speaking environment.
0 Neglected and delinquent children.
0 Gifted 0 N.H. 0 EMR 0 Dropouts
0 Other (specify) _____

PART IV - STAFF PARTICIPATION/HIGHER EDUCATION COOPERATION

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Table VII

Complete the table below as directed. Compute full time equivalent (F.T.E.) according to the instructions under the table.

Paid staff are district personnel who receive remuneration from Title III funds.
Unpaid staff are district personnel who do not receive remuneration from Title III funds but give service to the project.
Ungraded classes are included in the Other category.

Type of Paid and Unpaid Personnel By Function	Number of Paid Staff Assigned to Project (F.T.E.)	Number of Unpaid Staff Assigned to Project (F.T.E.)
Administrators and/or supervisors		1
Teachers		
Pre-kindergarten		
Kindergarten		
Other elementary 1-6	.5	.33
Secondary 7-12	.5	.33
Other		
Subject matter specialists		
Technicians		
Pupil personnel workers		
Health services personnel		
Researchers and evaluators		
Planners and developers		
Disseminators		
Other professionals		
Paraprofessional education aides, etc.	1	
Other nonprofessional		

To compute full-time equivalent (F.T.E.), add the total number of hours worked per week by the personnel and divide by the number of hours in your regular full-time work week. For example: If each of four staff members works 20 hours per week, each of two staff members works ten hours per week, and each of ten staff members works full time (assume 40 hours for this example), the total hours worked would be 80 plus 20 plus 400, or 500 hours. This total of 500 hours divided by 40 yields an F.T.E. figure of 12.5.

Table VIII

Complete as directed.

Number of consultants paid by Title III funds 1
 Number of consultant days paid for by Title III funds 3

Table IX

Complete as directed for the 1972-73 term.

Number of public school professional staff who attended
Title III Inservice:

		Estimate Carefully Title III Funds Spent on Training
Orientation sessions up to one week's duration	<u>0</u>	\$ <u>0</u>
Inservice workshops in regular term of one session to four-weeks' duration	<u>0</u>	\$ <u>0</u>
Inservice workshops in regular term over four-weeks' duration	<u>0</u>	\$ <u>0</u>
Inservice workshops in summer 1972 one session to four-weeks' duration	<u>0</u>	\$ <u>0</u>
Inservice workshops in summer 1972 over four-weeks' duration	<u>0</u>	\$ <u>0</u>
College credit courses - regular term	<u>0</u>	\$ <u>0</u>
College credit courses - summer term	<u>0</u>	\$ <u>0</u>

Number of aides (nonprofessional staff) who attended
Title III Inservice:

Inservice workshops in regular term of one session to four-weeks' duration	<u>0</u>	\$ <u>0</u>
Inservice workshops in regular term over four-weeks' duration	<u>0</u>	\$ <u>0</u>
Inservice workshops in summer 1972 one session to four-weeks' duration	<u>0</u>	\$ <u>0</u>
Inservice workshops in summer 1972 over four-weeks' duration	<u>0</u>	\$ <u>0</u>
College credit courses - regular term	<u>0</u>	\$ <u>0</u>
College credit courses - summer term	<u>0</u>	\$ <u>0</u>

PART IV (Continued)

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Table X

Complete as directed.

Number of nonpublic school professional staff involved in Title III inservice in the 1972-73 term None.

Table XI

Enter number of teachers, aides, and students involved in a Title III, 1972, summer school designed to provide instruction to students.

Grades	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12
Teachers	None	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Aides	None	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Students	None	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

You and/or members of your Project staff may have worked with higher education personnel during the 1972-73 project year (last year). We are interested in the type (formal and informal), and the extent (cost and hours) of any cooperation. Formal participation refers to services performed with remuneration. Informal participation refers to help without remuneration. Please estimate the cost and number of man-days associated with each of the following:

- (a) Identifying and/or developing desirable content or educational procedures to be used (program development).
 (1) \$ None cost; (2) number of man-days: 0 formal and 0 informal
- (b) Search for evaluation help, i.e., for instruments or procedures to be used for evaluation.
 (1) \$ None cost; (2) number of man-days: 0 formal and 0 informal
- (c) Planning and/or implementing staff development programs (inservice training for project staff).
 (1) \$ None cost; (2) number of man-days: 0 formal and 0 informal
- (d) Please indicate any other participation.

None(1) \$ None cost; (2) number of man-days: 0 formal and 0 informal

PART V - ABSTRACT

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GRANTEE

Kit Carson Union Elementary School District

PROJECT ABSTRACTS
(ESSEA, Title III)STATE
CaliforniaTOTAL
PROJECT
PERIODFROM (Month and year)
9-70TO (Month and year)
6-73PROJECT NO.
0290

NOTE: If project involves handicapped children and/or personnel working with handicapped children who are paid from Title III funds, complete the information on the back of this form.

TITLE OF PROJECT

Motivation For Reading Improvement

GRANTEE

Kit Carson Union Elementary
School DistrictPROJECTED FUNDING LEVEL
FOR PROJECT PERIOD19
\$ —19
\$ —19
\$ —19
\$ —19
\$ —19
\$ —

TARGET POPULATION

Participants consist of 120 students, grades five through eight, which are all bused to this 75% rural Elementary School located in Kings County, Calif.

PARAGRAPH DESCRIPTION

The project is a "News Laboratory", which includes a U.P.I. wire-service, various newspapers, magazines, and books. Project students will come to the project center each day. They will produce a weekly analysis of the news and communicate this analysis various ways, including written reports, televised oral reports, discussions, a student produced newspaper, and adaption of news to the various subject matter areas.

MAJOR OBJECTIVES

(Project Obj. 0.0)

Students in the fifth through eight grades at Kit Carson Elementary School will be involved in a Reading Motivation Project during the 1970-73 school years. A resource center will be provided as a setting for activities which will produce behavioral changes in the students which will improve their academic performance, their knowledge of world affairs, their attitude toward school and their total environment, their communication capabilities, and their ability to relate the current times and events to the total society and culture.

ACTIVITIES TO ACHIEVE OBJECTIVES

Project pupils will read the various news media, then report their selections in an oral or written analysis to improve their Reading rate and comprehension, their Listening, and their Writing ability. Reading, Writing, and Listening will be measured by pre-and-post-administered standardized tests. Also, listening skills and knowledge of world affairs will be promoted through voluntarily listening to radio and TV news broadcasts. Teachers will encourage students to relate these news events to all areas of the curriculum.

EVALUATION STRATEGY

Pre and Post tests will be given to see if:

- (1) 75% of the project students are improving their Reading rate and comprehension seven months beyond the average growth shown during the last two years.
- (2) 60% of the students will show a 6% increase in Listening skills.
- (3) 80% of the students will show a 10% gain in Writing ability.

EVALUATION FINDINGS

Students are developing an attitude that learning can be fun and that they are doing things which benefit them rather than working for the teacher. The Listening Objective has been more than met--with 82% of the project students showing at least 6% gain. In Writing 76% showed at least 10% or more gain--a bit short of the objective goal. In Reading, 36% of the project students showed a gain of 7 months or more over their average of the past two years. Students attitude is most evident--as teachers see students spending free time reading, and willingly checking out materials for home work and enjoyment.

HANDICAPPED PROJECT PARTICIPATION ONLY - ESIA TITLE III

1. HANDICAPPED CHILDREN SERVED, PERSONNEL PAID, AND IN-SERVICE TRAINING RECEIVED WITH ESIA TITLE III FUNDS

TYPE OF HANDICAPPED CHILDREN SERVED*	NUMBER OF CHILDREN SERVED					FULL-TIME EQUIVALENT OF PROJECT PERSONNEL PAID WITH TITLE III FUNDS				PERSONNEL RECEIVING IN-SERVICE TRAINING WITH TITLE III FUNDS			
	0-5 YEARS	6-12 YEARS	13-18 YEARS	19 & OVER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
(1) TMR													
(2) EMR													
(3) HH													
(4) DEAF													
(5) SI													
(6) VI													
(7) ED													
(8) CR													
(9) LD													
(10) OHI													
(11) TOTAL													

2. NUMBER OF HANDICAPPED CHILDREN SERVED WHO ATTEND NON-PUBLIC SCHOOLS

3. DISTRIBUTION BY ETHNIC GROUPS

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAME	WHITE (Other than Spanish surname)	OTHER	TOTAL
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
Student							
Participating							

4. CHILDREN RECEIVING SERVICES - DISTRIBUTION BY DEMOGRAPHIC AREA

CATEGORY	NUMBER
(1) Urban Areas (over 50,000)	
(2) Rural Areas (under 2,500)	
(3) Other Demographic Areas (from 2,500-50,000)	
(4) TOTAL (Sum of lines (1), (2), and (3))	

INSTRUCTIONS

1. **CHILDREN SERVED** - Enter in the appropriate columns b, c, d, and e an unduplicated count of children served by type of primary handicap (in public and non-public schools) and by age group who received direct instructional or related services with Title III funds. This count should include all handicapped children (1) who received direct services from personnel paid with Title III funds and/or (2) who received substantial benefit as a result of the purchase of projects equipment or the provision of significant in-service training of personnel with Title III funds. Do not include handicapped children who received only incidental services, such as preliminary vision screening or audiological testing, etc. Column f should equal columns b, c, d, and e.

PROJECT PERSONNEL - Enter in the appropriate columns g, h, and i corresponding with the primary type of handicapped children served a figure representing an unduplicated count of the full-time personnel plus the full-time equivalency of part-time personnel paid from Title III funds. Full-time personnel are those personnel who were assigned to Title III project activities 40 hours or more per week for the number of hours in a reg-

lar work week, as determined by the State or local education agency. They may be school year, summer program, or 12-month personnel. Column j should equal columns g, h, and i.

IN-SERVICE TRAINING - Enter in the appropriate columns k, l, and m corresponding with primary type of handicapped children served an unduplicated count of all personnel who receive in-service training with Title III funds. Column n should equal columns k, l, and m.

2. **NON-PUBLIC SCHOOLS** - Of the total number of handicapped children served with Title III funds (1, (11)), (11) indicate the number who attended non-public schools.

3. **DISTRIBUTION BY ETHNIC GROUPS** - Enter in the appropriate columns b, c, d, e, f, and g an unduplicated count of the handicapped children served with Title III funds by ethnic group membership. Column h should equal columns b, c, d, e, f, and g.

4. **DISTRIBUTION BY DEMOGRAPHIC AREAS** - Self-explanatory.

* TMR = Trainable Mentally Retarded, EMR = Educable Mentally Retarded, HH = Hard of Hearing, SI = Speech Impaired, VI = Visually Impaired, ED = Emotionally Disturbed, CR = Crippled, LD = Learning Disabled, OHI = Other Health Impaired

PART VI - PRODUCTS OF PROJECT BEST COPY AVAILABLE

I Product(s) Developed	II Date mailed to Title III	III Annotations
Curriculum guides Teacher guides Handbooks of materials, techniques, and procedures Monograph Bibliography Questionnaires - locally developed Evaluation tests Audio tape cassettes Brochures, newsletters and information sheets 16 mm films 8 mm films Filmstrips Instructional workbooks, materials, Tests - locally developed Kits Models Microcards Microfilm Maps Pictures Posters Records Set Slides/tape Viewmasters Video tape (Other) Student Produced Newspaper Field Trip Data Sheet	6-25-73	Example No. 1: Local News Speeches and A Play Project No. 0200 Grade 6 Video Tape Speeches on local news or subjects of the pupils choosing. Also, a play for Sawyer. Grade 6, Kit Carson School, Hanford, Calif. 93230 Example No. 2: K C Chronicle Project No. 0290 Grades 5-8 Newspaper A student produced newspaper. The students include a list of business people who helped their school with donations for the School Carnival. This paper promoted good will in the community. Grades 5-8, Kit Carson School, Hanford, Calif. 93230 Example No. 3: Field Trip Data Sheet Project No. 0291 Grades 5-8 Study Sheet This study sheet helps the students gain more information when they visit a plant. Grades 5-8, Kit Carson School, Hanford, Calif. 93230 Example No. 4: A Ghost In The House Project No. 0290 Grade 7 Video Tape After reading about ghosts from news clippings, etc., the class performed the play. Grade 7, Kit Carson School, Hanford, Calif. 93230

FINAL PROJECT REPORT

ESEA, TITLE III

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COMPONENT III

Program Narrative Report

CONTEXT

The Locale

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1. What is the locale of the program?
2. What is the density of the population?
3. What are the population trends?
4. What are the major occupations of people in the locale?
5. What is the unemployment rate or trend?
6. What proportion of families in the locale are receiving welfare assistance?

1. The locale of the program is a rural area east of Hanford, California. There are some children attending school from fringe housing tracts on the outskirts of Hanford but most are farming connected.
2. The area is sparsely populated.
3. The population of the area has stabilized and there appears to be fewer students in the lower grades which seems to fit the state and national trend.
4. The major occupation is farming and farm labor.
5. Unemployment seems to be insignificant in this area.
6. There are 10% of the families receiving welfare assistance.

1. What grade levels do the schools serve?
 2. How many pupils are there in the school system? How many schools?
 3. Are there any significant trends in the school system in enrollment, withdrawal, or transfer?
 4. What is the per pupil cost of education in the school system?
 5. What is the recent financial history of the school system?
-
1. This is a K-8 school.
 2. The school serves 396 students and is the only school in the district.
 3. There are no significant enrollment trends in the district.
 4. Per pupil costs for 1971-72 were \$553.00 per unit.
 5. This district has had financial difficulty for several years. There have been few salary increases in the last six years.

Needs Assessment

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1. What was the starting point for needs assessment?
2. How were the specific needs of the pupils identified?
3. What were these specific needs? Which were selected for the program?

There appears to be no needs assessment in the project as far as a starting point is concerned. The project was originated before needs assessment was popular. The whole project was based on the idea that communications could be improved and only interested children were selected for the program.

Historical Background

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1. Did the program exist prior to the time period covered in the present report?
 2. Is the program a modification of a previously existing program?
 3. How did the program originate?
 4. If special problems were encountered in gaining acceptance of the program by parents and the community, how were these solved so that the program could be introduced?
 5. Provide a brief history of planning. Indicate which planning efforts were successful or were not successful. Describe how non-profit private schools and other agencies were involved in the planning.
-
1. This is the third and final year of this program.
 2. Basically the program is intact with the same format, equipment, and expected outcomes.
 3. The program originated through a former Superintendent of the district, Mr. Vance Gray, after hearing of a remedial program in a high school that used this type of approach.
 4. There were no special problems in introducing this program in the district. Mr. Gray involved most of the community every step of the way from planning to culmination.
 5. The original project has most of the planning steps outlined. The most benefits seemed to come from the involvement of the news media, and of course, the telephone company who helped install and service the teletype. There are no private schools in the district but some private school visitations by teachers from nearby communities occurred.

PROGRAM

Scope of the Program

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1. What numbers and kinds of participants were served by the program?
2. What were the specified objectives of the program?

1. The program served 120 students from grades five to eight.
2. The specified objectives were:
 - a. Improvement of reading rate and comprehension.
 - b. Improvement of reading and sending skills.
 - c. Improved interest in school activities and a decrease in discipline problems from participants.

Personnel

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1. What kinds and numbers of personnel were added by the program?
 2. What were their most important duties and activities?
 3. How much time did each type of personnel devote to these responsibilities?
 4. What special qualifications suited personnel to the requirements of their jobs?
 5. What special problems were dealt with in recruiting or maintaining staff?
-
1. There was one project teacher and one classroom aide.
 2. The most important duties of the staff was to monitor student progress, keep teachers informed and plan for student activities.
 3. These were full time jobs.
 4. Mrs. Shirley Kennedy has her qualifications listed elsewhere in the project. I would say more important than the academic is the interest of Mrs. Kennedy and the aide Mrs. Sargent in the children. Students were interested in classroom activities and they knew that they were respected by the people in charge. A very pleasant but working classroom experience.
 5. All staff members were recruited from the original school staff as were aides. There were two different teachers in the three year program and two different aides.

Organizational Details

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1. What is the period of time covered by your report?
2. How much of the entire program does this cover?
3. Where were program activities located?
4. What special physical arrangements were used in these locations?
5. What provisions, if any, were made for periodic review of the program?
6. What important decisions were made on the basis of such reviews?
7. What provisions, if any, were made for inservice training?

1. September 1972 - June 1973.
2. One third of the three year program.
3. Kit Carson School, Hanford, California.
4. A special portable classroom was leased with a pull partition so that team teaching could occur. One room had a UPI teletype installation.
5. This evaluator reviewed the project during the program year last year and this year. Evaluations were submitted at the end of each year.
6. There were no major shifts in the emphasis of the program because of review or evaluation.
7. All new teachers to the Kit Carson District were introduced to the program by the Superintendent and assisted by Mrs. Shirley Kennedy, project teacher in the involvement of their classes and themselves.

Activities or Services

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1. What were the main activities (or services) in the program?
2. How were these activities (or services) related to specified program objectives?
3. What methods were used in carrying out each activity (or service)?
4. What was a typical day's or week's schedule of activities for the children (or others) who received the program?
5. How were pupils grouped for the various program activities?
6. What were teacher-pupil ratios (or aid-pupil, or adult-pupil, and so on) in each of these groupings?
7. How did pupils (or others) receive feedback on their individual daily progress?
8. How did parents receive feedback on their child's progress?
9. What amounts and kinds of practice, review, and quiz activities were provided for pupils (or others) in the program?
10. What special provisions were made for motivating pupils (or others)?
11. If a comparison group was used, what were important differences in the activities and methods used in this group and the activities and methods used with the program group?

1. The main activities of this program were:
 - a. The use of a teletype to bring United Press news directly to the classroom.
 - b. Current news publications were purchased and were available to all participants.
 - c. Radio news broadcasts and television news broadcasts were scheduled as part of routine classroom work.
 - d. Activity related field trips were scheduled to follow-up news stories.
2. The above activities were related to the specified program objectives as follows:
 - a. Students reading rates and comprehension increased as evidenced by test results.
 - b. The ability to communicate was evidenced by more interest and involvement in school activities.
3. The methods used to carry out the different activities were:
 - a. Scheduled classroom periods in the learning center building.
 - b. Teletype, television and radio news programs.
 - c. News publications available to all project youngsters in the center.
 - d. School busses used for planned field trips resulting from interest leads of the above activities.
4. The typical schedule for the children in the program was general to all students ordinarily enrolled in the school. The difference was the special activities of this program that was scheduled daily as a part of the regular curriculum of half of the students.

5. Pupils were grouped according to class level and grouped within this structure on interest and ability levels.
6. Adult to children ratio was one to ten (1-10) in the program.
7. Feedback was on a daily basis, teacher and peer and teacher-graded material discussed with the student.
8. Parents received program material through parent-teacher conferences, report cards and child-related experiences.
9. Practice and review activities were a part of the daily program. There were weekly quizzes on current subjects that were read, studied or reported upon from the U.P.I. wire news or from available current publications.
10. Special provisions for motivation of the students was done by the lease of the U.P.I. wire service and subscriptions to magazines and newspapers. Teachers and students shared in the organization and preparation of bulletin boards and interest centers. Special reference materials, wallmaps and study prints were readily at hand. The many items of special hardware such as the T.V. corder and monitor, record players, cassette tape recorders and listening centers were effectively incorporated into the program. The room itself lent a pleasant and relaxed atmosphere for learning activities. The comparison groups had standard classroom curriculum and a teacher ratio of thirty students to one teacher. (30-1) This group was not especially exposed to any of the materials and equipment available to the students in the program.

1. Were special materials developed or adapted for the program? How and by whom?
2. What other major items of equipment and materials did the program require? In what amounts?
3. How were key aids and materials used in connection with the various program activities?
4. If a comparison is being made between program and nonprogram persons, were there important differences between these groups in kinds and amounts of materials provided, or in methods of use?

1. No.

2. One teletype, leased. One motion picture projector, 16mm. One video tape recorder and camera.

3. The program centered around the use of the teletype and news programs were produced with this information. The video tape was used to record students broadcasting programs. This tape was played back and analyzed by the students. The motion picture projector was used to provide additional information to students who were following stories in more depth and detail. Many periodicals were used for additional research (reading). The children had to read the teletype, write the news releases and listen to themselves and others on the video tape and also on tape recorders.

4. The non-program groups were taught traditionally and had no access to the teletype or video tape recorders.

Parent-Community Involvement

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1. What role, if any, did parents have in the program?
2. Were meetings held with parents? Why? How often?
3. What role, if any, did various community groups have in the program?
4. How was the community kept informed?
5. If problems with parents or the community affected the program, what steps, if any, were taken to remedy the situation?

1. Parents were introduced to the program and asked to encourage their children to volunteer.
2. Program parents were invited to many of the events throughout the years (three) and an open door policy prevailed.
3. The Mother's Club is the only community group. They assisted in gathering periodicals, newspapers, etc., as well as serving as chaperones on field trips.
4. The community was informed by a school newspaper. This was replaced by class notes sent home to the parents of the participants.
5. There were no problems with the community.

Budget

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1. From what sources were program funds obtained?
2. What was the total cost of the program?
3. What period of time was covered by these funds?
4. What is the per pupil cost of the program? What was the formula for computing this figure?
5. How does the per pupil cost of the program compare with the normal per pupil cost of the schools in the program?
6. Where can the reader get more detailed budget information?
7. Of the total cost of the program, give rough dollar estimates of developmental costs, implementation costs and operational costs.
8. Give the costs for the entire project period by budget categories (i.e., professional salaries, contracted services, etc.).

1. All funding came through a Title III agent.
2. The total three year cost of the program is \$82,302.00.
3. These funds covered the period of time from September 1970 to June 1973.
4. Figuring 120 participating per year for three years, we divided the total project cost by 360 students. This gives us an approximate figure of \$229.00 per student per year.
5. The normal per pupil cost of the district was \$553.00 for 1971-72 by independent audit.
6. More detailed budget information may be obtained from the school or from the attached compiled budget summary.
7. All costs of the program are operational.
8. Attached are the costs of the entire project.

Kit Carson Union Elementary School District

Title III Project Expenses

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	1970-1971	1971-1972	1972-1973	Total
Professional Sal	\$8,200.00	\$8,233.74	\$8,826.00	\$25,259.74
Non-Professional Salaries	3,900.00	3,740.00	2,915.00	10,555.00
Contracted Services	81.62	450.00	450.00	981.62
Materials & Supplies	1,826.18	4,682.66	4,451.00	10,959.84
Travel	175.00	3.10	-o-	178.10
Other Expense of Instruction	1,000.00	1,160.00	1,200.00	3,360.00
Pupil Trans.	343.97	250.12	163.00	757.09
Operation Sal.	320.00	320.00	360.00	1,000.00
Cust. Supplies & Utilities	563.66	900.40	750.00	2,214.06
Other Expense of Operation	200.00	174.82	107.00	481.82
Maintenance	54.39	308.56	67.00	429.95
Professional Fixed Charges	246.01	303.83	684.00	1,233.84
Non-Professional Fixed Charges	467.02	529.77	901.00	1,897.79
Contracted Services	4,951.00	4,972.00	4,927.00	14,850.00
Equipment	5,105.15	1,405.00	1,633.00	8,143.15
	\$27,434.00	\$27,434.00	\$27,434.00	\$82,302.00

Special Factors

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For use of potential adopters of the program:

1. What modifications of the program are possible?
 2. What are the suggested steps in adopting this program?
 3. What are some things others should avoid in adopting this program?
 4. Can the program be phased in, beginning on a small scale? How?
 5. Can parts of the program be adopted without taking the whole program?
What parts?
-
1. Perhaps something besides the teletype could be used to focus attention on communicative skills. Almost any of the related support activities could be used, such as field trips, dramatic presentations, etc.
 2. Follow the same steps involved in this program. Involve community county office, news agencies and staff.
 3. Avoid the use of one major emphasis such as the teletype and, include many interest centers.
 4. Yes, if room is available and you have dedicated personnel and some basic equipment.
 5. Any of the components ; reading, writing and listening could be lifted. All seemed to work well together however and probably should remain intact.

Dissemination

Discuss how project information was disseminated during the past budget period.

1. Provide an estimate of the number of unsolicited requests for information from both within and outside the project area.
2. List the number of visitors from outside the project area.
3. Provide the cost of dissemination during the last budget period.
4. Provide the total cost of dissemination including prior budget periods (if possible).

There were fewer requests for information concerning the project during the current year than in the prior year. Parents new to the community requested information whether or not their child participated. There were fewer outside visitors during the past year but many parents participated in visitation during the year. There was almost 100% visitation of the parents of the project children.

There were no figures available for the costs of dissemination during the past budget period. The costs were minimal however for the current year and consisted of the program report and a community newspaper. Area newspapers, radio and television coverage was free.

EVALUATION NARRATIVE

Choosing Participants

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1. How were the children and the adults in the program chosen?
2. How was a comparison group (if any) chosen?
3. Were participants in the program involved in other programs?
4. How many participants left the program?
5. Which participants left?
6. Were participants added to the program to replace dropouts?
7. Were there many participants who did not receive the program often because of poor attendance?
8. Did participants attend voluntarily?
9. Was the evaluation group only a portion of the program group?

1. The children and adults (teachers) were selected because of the interest they evidenced for the program. Previous years returning students and returning teachers were placed in the current years' program by request.
2. The comparison or control group were the remaining 5th to 8th grade classes in the program.
3. Participants in the program were not involved in other programs.
4. There were no participants that left the program.
5. N/A
6. N/A
7. All had good attendance in the program and at school in general.
8. Participants were volunteer, but after being accepted were required to be in the program for the year.
9. All students in the program were a part of the evaluation group.

Describing Participants

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1. Which participants received the program?
2. How many participants received the program?
3. What are the ages or grade levels of pupils in the program?
4. Did the program serve many more boys than girls, or vice versa?
5. What achievement scores were available before the program with which to describe the program group?
6. Are there other special characteristics you should mention in describing the program group?

1. & 2. One hundred twenty (120) students of Kit Carson School in grades five to eight participated in the program during the 1972-73 school year.
3. Age levels served ranged from 10 to 15 years.
4. Overall, there were slightly more boys than girls in the participation group.
5. The achievement scores used as base line data were from C.T.S.S. tests taken in the fall of 1970 and spring and fall of 1971-72.
6. The school is located in a rural area but portions of the district about the city of Hanford and therefore the district does have some subdivisions. The students of the school are mixed between a rural and urban type of living. The students in the program reflect the same mixture. There are some migrant families and also many welfare recipients in the school and in the program.

1. What measures were applied to find out whether the program's aims were achieved?
2. How were the measures matched to the objectives?
3. How were the measures matched to the pupils' capabilities?
4. Were observers specially trained?
5. How much time elapsed between testings?

1. & 2. The measures applied to determine if the program's aims were achieved and if the measures were matched to the objectives was the pre-testing and post-testing in the areas of reading, writing and listening.
3. The children's capabilities were considered by previous measured test performances.
4. Observers were not especially prepared except for regular teacher training.
5. There was an eight month interval between the pre-testing and post-test sessions. The program was monitored with a sampling of various skill areas at mid-term.

Presenting Data

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1. What data were obtained from the measures applied?
2. What measures of central tendency were used?
3. What measures of dispersion were used?
4. Include graphs and/or tables which present data more clearly.

1. The data obtained from the measures applied follows:
 - a. Reading gain 36% gained over 7 months growth over average of past 2 years.
 - b. Writing gain 76% of the students gained 10% in proficiency.
 - c. Listening gain 82% gained more than 6% in listening skills.
2. N/A
3. N/A
4. See the table in the Appendix.

Analyzing Data

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1. What analyses were undertaken of the data?
2. What was the basis for judging the progress of the program group?
3. What comparisons were drawn for subsamples?
4. What evidence is there that those who attended more gained more from the program?

1. Test data was analyzed to show per cent of gain or loss over the average scores of the past two years and also from the fall testing until the spring testing a period of eight months.

2. Pre and post testing.

3. N/A

4. Teachers feel students attitude is exceptional. Test scores show that 33 of 91 students who should show gains in the program did. In the control group only 6 of 48 students who should show gain did.

In listening, 82.1% show at least 10% gain.

In writing, 76% improved their writing skills by 10%.

The reading objective falls a bit short - 35.3% of the project students show 7 months or more over the past two years. The control group shows 12.5% of the students gaining 7 months or more progress.

Interim Objectives and Findings

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1. What were the interim objectives of the program?
 2. State the findings in ordinary language for each objective.
 3. Indicate clearly success or failure for each objective.
 4. Can the findings be generalized, or are they applicable only to the group served by the program?
 5. What were the causative factors for unmet objectives?
 6. What are the other important findings which were not anticipated?
-
1. The interim objectives of the program were:
 - a. Students will improve their reading rate and their reading comprehension through reading the teletype messages and corollary materials.
 - b. Students will improve in their ability to communicate in both receiving and sending skills.
 - c. Students will become more interested in, and involved in, school activities, with a corresponding reduction of school-oriented discipline and learning problems.
 - d. The student's ability to perform communication skills in the different levels of the cognitive domain will be furthered through activities of relating news items to all areas of the curriculum.
 2. & 3. The program students did read the teletype and related materials. 75% of these students were to gain 7 months in reading over a two year period. The procedure was followed. The students failed to gain this objective however, 36.3% met this objective.
 - b. The listening objective was more then met. The writing objective fell a bit short-with 76% showing a 10% increase.
 - c. There were few absences in the control group. The project children attended well and were interested. Office referrals from this group for disciplinary reasons were practically none.
 - d. Over all achievement by the program students indicates that the ability to relate news items to other curricular areas has merit.
 4. The findings appear to be applicable only to the group served by the program.
 5. The only evident factor would be that the test did not allow a student to show progress of 7 months if he were close to the top of the test when he was first tested.
 6. Control group students profited from being able to check out library material before classes and at noon. First year and low achieving students seem to show the most gain in the program.

Project Objectives and Findings

BEST COPY AVAILABLE

1. What were the project objectives of the program?
2. State the findings in ordinary language for each objective.
3. Indicate clearly success or failure for each objective.
4. Can the findings be generalized, or are they applicable only to the group served by the program?
5. What were the causative factors for unmet objectives?
6. What are the other important findings which were not anticipated?

The mission statement for this project has been met as far as physical requirements are concerned. Selected students are being involved in a reading motivation project in a resource center. Many activities are being provided to bring about improved academic performance and other behavioral changes relating to their communicative abilities. These are broken down from the mission statement into objectives and will be examined separately.

The students and teachers selected for the project were involved mainly because of previous interest in the program. Teachers were placed in the program by request and students were placed in these teacher's classes if they requested to stay in the program. The other students automatically became the control group.

Objective 1.0 Students will improve their reading rate and their reading comprehension through reading the teletype messages and corollary materials. 75% of the students are expected to improve 7 months beyond the average growth shown during the last two years. Student growth will be determined by pre- and post- administered standardized reading tests.

The pre- test and post-test data in this evaluation indicated that 36.3% met this objective. One of the reasons for failing to meet the 7 month growth expectancy was that the test failed to measure the student's true ability. The use of the teletype as a reading instrument to motivate speed and interest appears to be effective. The classroom discussions were alive and almost all children contributed.

After reviewing the test scores one recommendation would be to eliminate the test scores of individuals from the program who have achieved more than can be measured. Another recommendation would be to retain these students in the program because of their enthusiasm and leadership qualities. Test scores of reading improvement are in the appendix.

Objective 2.0 Students will improve in their ability to communicate in both receiving and sending skills.

2.1 Listening skills for this program were promoted by having the students reproduce the essence of the newsbroadcasts. The objective was to have 60% of the program students increase their listening skills by 6%. The teacher-made test indicates this objective was met by 82% of the children. Copies of the test instrument are attached to this report in the appendix.

2.2 This objective basically is one of comprehension. The teacher made tests were to measure the success of the children in reading for facts. Eighty per cent of the students were to increase this comprehension skill by 20%. The teachers feel that this objective was met.

2.3 Teacher developed checklists show that 80% of the children did increase their speaking abilities by 15% or more. The teacher check list is attached. Also, a student tape is included.

2.4 Students improved their writing skills by voluntary participation in the printing of a weekly news analysis sheet. 80% of the students in the program were to improve their writing skill by 10%. The teacher developed check lists and pre-and-post administered evaluations of the materials produced indicate that 76% reached this objective, showing a 10% gain.

Objective 3.0 Students will become more interested in and involved in school activities, with a corresponding reduction of school-oriented discipline and learning problems.

3.1 There was no tardiness and very little absence from the students of the program.

3.2 Students in the program became actively involved in all school activities.

3.3 The superintendent stated that there were few students involved in the program that were sent to the office for disciplinary reasons. The students in the project seem to have other things to do besides find trouble.

3.4 Parent involvement during this year was very high. Mother's Club records indicate increased attendance. Parents were very interested in activities and in all student projects. Parent-teacher conferences indicate that there was almost 100% participation.

Objective 4.0 The student's ability to perform communication skills in the different levels of the cognitive domain will be furthered through activities of relating news items to all areas of the curriculum. Most all of the objectives of the 2.0 apply to this objective. There was no specific measure to apply to determine if this had been met. A recommendation would be to develop checklists and to also check the growth of the program students in other areas of the CBTS test.

1. Listed above
2. Listed above
3. Listed above
4. Applicable only to the group served.
5. Cannot determine the unmet reading objective.
6. Low students seem to make the most gain. The motivational activities in the program and the dedicated personnel seem to affect slow students and more gain is evident. Some of the better students could not be measured by the test instrument used.

Most all objective have been met over all . The program seems worthwhile. The 4.0 Objective is difficult to measure and perhaps should be eliminated from the program.

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of report.

PROJECT NUMBER 0 2 5 0

FOR PROJECT SCHOOL NO. 6 2 5 0

FOR COMPARISON SCHOOL NO. Z

FOR ALL PROJECT SCHOOLS Z

FOR ALL COMPARISON SCHOOLS Z

BEST COPY AVAILABLE

Grade level*	Pre-test Information				Post-test Information				Pre-Post Differences			State Use Only (13)
	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	
(1)												
5	Sept.	04 Reading	29	4.25	May	04 Reading	29	5.54	97%	1.29	G.E.	
6	Sept.	04 Reading	32	4.80	May	04 Reading	32	5.41	100%	.61	G.E.	
7	Sept.	04 Reading	25	6.19	May	04 Reading	25	7.01	93%	.82	G.E.	
8	Sept.	04 Reading	30	7.52	May	04 Reading	30	8.55	97%	1.03	G.E.	
9	Sept.	43 Writing	30	23.1	May	43 Writing	30	42.3	100%	19.2	file	
10	Sept.	43 Writing	29	12.59	May	43 Writing	29	36.07	91%	23.48	file	
11	Sept.	43 Writing	23	28.74	May	43 Writing	23	51.39	85%	22.65	file	
12	Sept.	43 Writing	28	40.64	May	43 Writing	28	55.93	90%	15.32	file	
13	Sept.	44 Listening	28	24.89	May	44 Listening	28	52.25	93%	27.36	file	
14	Sept.	44 Listening	29	23.55	May	44 Listening	29	45.07	91%	21.52	file	
15	Sept.	44 Listening	20	40.7	May	44 Listening	20	54.2	74%	13.5	file	
16	Sept.	44 Listening	29	48.76	May	44 Listening	29	66.84	94%	18.08	file	

E.* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, file for percentile equivalents, stand for standard scores, scaled for scaled scores, freq. for frequency count.

E.

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SUMMARY OF OBJECTIVES ACCOMPLISHED

Objectives: Record project objectives first, draw a line and enter interim objectives Record a brief description (Include quantification)*	Type of measure selected (code from Form EV 73.12)	Criteria for success (record by number)**	Accomplishment of Objectives		Estimated cost to date (for interim objectives only) (7)	State use (8)
			State yes or no (and %)**	Successful areas (i.e., grade levels and schools)****	Unsuccessful areas (i.e., grade levels and schools)****	
(1)	(2)	(3)	(4)	(5)	(6)	(8)
Students in the fifth through eight grades at the Kit Carson Elem. School will be involved in a Reading Motivation Project during the 1970-73 school years. A resource center will be provided as a setting for activities which will produce behavioral changes in the students which will improve their academic performance, their knowledge of world affairs, their attitudes toward school and their total environment, their communication capabilities and their ability to relate the current times and events to the total society and culture.	04 44 43	2 1 2	no 36% yes 82% no 76%	One project One project One project	school school school	57,612.00 8,230.00 16,460.00.

*Record degree of success anticipated.

**Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.

***Percentage as stated in narrative, i.e., 80% of participants will --- 80% in this case equals 100% of objectives.

****Applies to measures of participants only, i.e., Washington school (2,3, and 5).

PROJECT NUMBER 0290

SUMMARY OF PROGRAM ELEMENTS

BEST COPY AVAILABLE

By type indicated in column (1), briefly record program elements in column (2) and (4), which characterize the program.

Type of Program Element (examples follow each) (1)	The Regular Program (for the prior year or comparison group) (2)	Type* (3)	The Project's Program Program elements used (4)		State Use (5)
1. <u>Staffing and their Deployment</u> Indicate regular and support personnel, by grade level and school.	No additions	2	Project teacher and project aide		
2. <u>Learning materials</u> Basic textbooks, supplementing materials (project or commercially prepared), and special equipment.	Basic textbooks and a traditional reading program.	1-2	Many new materials, commercial, such as newspaper and periodicals were used to supplement the program. The use of the teletype news service and video tape recorder were also special additions and the wire service was the center of the program.		
3. <u>Instructional methodology</u> Procedures for instruction; i.e., use of grouping, learning stations, individual contracts, pull out labs, and peer teaching.	Traditional procedures were used for the comparison groups.	1-2	The regular program was added to and many modifications were made. There was individualization, grouping, learning stations and special projects.		

*Explain the use of the project elements described in column 4; insert a (1) if they replace those for the regular program, or a (2) if they are a modification or addition to it.

PROJECT NUMBER 0290

BEST COPY AVAILABLE

SUMMARY OF PROGRAM ELEMENTS

By type indicated in column (1), briefly record program elements in column (2) and (4), which characterize the programs

Type of Program Element (examples follow each)	The Regular Program (for the prior year or comparison group)	Type*	The Project's Program Program elements used	State Use
(1)	(2)	(3)	(4)	(5)
4. <u>Procedures for Individualizing Instruction</u> Periodic assignment of participants to learning experiences (based on staff judgement, pupil test scores, diagnostic profiles, pupil selection).	No special procedures for individualization of instruction are used in the district.	2	Many children were worked with on an individual basis by the project teacher and aide.	
5. <u>Staff Development</u> Inservice experiences for improving skills and knowledge.	There was no in service program for the regular staff.	n/a	There was no special inservice training. The project teacher did assist in training the new aide in her duties.	
6. <u>Auxiliary Services</u> Library, health, pupil personnel services, and parent involvement.	No special auxiliary services added.	2	Additional library services were added for project children and many parents were involved in classroom activities and field trips.	
7. <u>Other</u>	does not apply		not applicable	

*Explain the use of the project elements described in column 4; insert a (1) if they replace those for the regular program, or a (2) if they are a modification or addition to it.

SUMMARY OF PROJECT VS COMPARISON GROUP GAINS

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PROJECT NUMBER 0 2 9 0

Grade level	School Directory 7 digit Number (2)	Pre-test Averages**				Pre- to Post- Gains (differences)***				Test 2 Type of Score* State Use Only (12)	
		For Individual Schools (check mean__ or median__)		Overall the Schools (check mean__ or median__)		For Individual Schools (check mean__ or median__)		Overall the Schools (check mean__ or median__)			
		Project (3)	Comparison (4)	Project (5)	Comparison (6)	Project (7)	Comparison (8)	Project (9)	Comparison (10)		
(1)											
5	63958			4.25	6.38			1.29	.67	4-C.F.	
6	63958			4.80	7.85			.61	.95	4-C.F.	
7	63958			6.19	8.78			.82	.41	4-C.F.	
8	63958			7.52	7.94			1.03	.26	-C.F.	
5	63958			23.1	50.58			19.2	23.67	43-File	
6	63958			12.59	54.35			23.48	24.52	43-File	
7	63958			28.74	64.69			22.65	15.48	43-File	
8	63958			40.61	36.14			15.32	14.72	43-File	
5	63958			24.89	54.42			27.36	19.83	44-File	
6	63958			23.55	65.3			21.52	20.11	44-File	
7	63958			40.7	65.12			13.5	14.70	44-File	
8	63958			48.76	40.5			19.08	24.0	44-File	

if the scale used: Raw for raw score, C.F. for grade equivalent,

* Insert the test code number from form EV 73.12, and indicate the scale used; Raw for raw score, Freq. for frequency count, etc.

** If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here and describe in detail on the back of the page.

*** If scores were adjusted statistically in any way, other than scaled as indicated in column (11), check here and describe in detail on the back of this page.

PROJECT NUMBER 0290

WORKSHEET OF LONGITUDINAL TEST AVERAGE

Indicate type of data

for school - master

63958

for all present subjects

63958

Check one - Learning Disabilities ()
X of Mathematics ()
State ()

52

Grade Level (1)	Parent's School (School Code) (2)	No. of Subjects with Scores (3)	May 1979		May 1982		May 1987		May 1990		Median State Test Only
			Test Scores (4)	Median (5)	Test Scores (6)	Median (7)	Test Scores (8)	Median (9)	Test Scores (10)	Median (11)	
1											
2											
3											
4											
5											
6	23	24	04	5.6	04	3.6	04	2.7	22	2.3	
7		23	04	5.2	04	3.4	04	2.9	04	2.5	
8		14	04	7.2	04	5.6	04	4.3	04	2.8	
9		22	04	8.8	04	7.0	04	6.2	04	4.8	
10											
11											
12											

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Achievement Tests for Language and Development
(Reading). Include Readiness Tests.

Apoll
California Achievement Test (63) Reading
California Achievement Test (70) Reading
Comprehensive Test of Basic Skills Reading (64)
Cooperative Primary - Reading
Gates Reading Survey
Gates-MacGinitie Reading Tests
Gilmore Oral
Gray Oral
Iowa Test of Basic Skills
Iowa Test of Educational Development
Lee-Clark Reading Readiness (62)
Lee-Clark Reading Test
Metropolitan Achievement-Reading (1970)
Nelson-Denny Reading Test
Nelson Reading Test (62)
Scientific Research Associates
Sequential Tests of Educational Progress
Reading
Sequential Tests of Educational Progress
Reading - Series 11 (70)
Slosson Oral Reading Test
Spache Diagnostic Reading Scale
Stanford Achievement Test - Reading (22)
Other Standardized Test

Other Criterion Referenced Test

Achievement Tests for Mathematics

Apoll
California Achievement Test (63) Math
California Achievement Test (70) Math
Comprehensive Test of Basic Skills - Math
Cooperative Primary Mathematics
Iowa Test of Basic Skills
Iowa Test of Educational Development
Math (Test 4)
Metropolitan Achievement - (1970) Math
(Computation Only)
SRA Achievement Series - Arithmetic
Sequential Test of Educational Progress - Math
Stanford Achievement Test - Math - Computation
Stanford Diagnostic Arithmetic Test
Stanford Early School Achievement Test (Total)
Test of Basic Experiences - Mathematics
Modern Math Understanding Test
Stanford Modern Math Concepts
Other Standardized Test

Other Criterion Referenced Test

Achievement Tests for Other School Subjects

Writing _____ name of subject
(43) Sequential Test of Educational Progress (test)
Listening _____ name of subject
(44) Sequential Test of Educational Progress (test)
_____ name of subject
45 _____ (test)

Scholastic Aptitude Tests (Intelligence)

46 _____
47 _____
48 _____

Tests Dealing With Cognitive Skills Such
as Reasoning, Creativity, Memory, etc.

49 _____
50 _____
51 _____

Affective Measures of Temperament, Attitudes,
Needs, Interests, Self-Concept, etc.

52 _____
53 _____
54 _____

Frequency Counts or Enumeration Data of
any Kind (Identify the Kind of Data and
its Evaluation use).

55 _____
56 _____
57 _____
58 _____

Other (Explain Their use).

59 _____
60 _____
61 _____

PROJECT
NUMBER Q 2 2 0

BEST COPY AVAILABLE

School 6 3 2 5 8

Grade Level Classroom No.

5 th 05

WORKSHEET FOR RECORDING PARTICIPANT DATA*
(for calculating averages)

Other description _____

Experimental Group _____

Participants Name or No. (You may leave blank for the copy you send back)	Measure 1 Reading-CTBS Code No. <u>04</u> Scale <u>G. E.</u> Date <u>Sept., 1972</u>	Measure 2 Reading-CTBS Code No. <u>04</u> Scale <u>G. E.</u> Date <u>May, 1973</u>	Measure 3 Code No. _____ Scale _____ Date _____	Measure 4 Code No. _____ Scale _____ Date _____
1.	4.4	5.6		
2.	4.4	6.6		
3.	2.1	2.2		
4.	3.8	4.3		
5.	4.8	6.0		
6.	4.1	4.4		
7.	4.6	4.2		
8.	3.4	4.2		
9.	4.8	7.1		
10.	3.4	4.6		
11.	5.3	7.0		
12.	5.2	8.9		
13.	3.3	3.9		
14.	5.1	5.1		
15.	2.2	3.6		
16.	5.1	6.3		
17.	4.0	5.5		
18.	3.8	5.3		
19.	3.8	4.7		
20.	6.6	6.9		
21.	4.6	6.3		
22.	4.1	5.7		
23.	3.3	5.0		
24.	5.1	7.2		
25.	5.1	6.0		
26.	4.9	6.4		
27.	7.0	10.7		
28.	2.1	2.2		
29.	2.8	4.3		
30.				
31.				
32.				
33.				
34.				
35.				
Column TOTALS	123.2	160.8		
Number of Scores	29	29		
Averages (indicate mean or median) (mean)	4.25 mean	5.54 mean		

*For each measure record at the top of the column the code No. from the EV 73.12 form, the date of testing, and the scale used; Raw for raw score, G.E. for grade equivalent, File for percentile equivalents, Stand for standard scores, Scaled for scaled scores, or Freq. for frequency count.

EV 73.07

PROJECT
NUMBER 0 2 2 0

BEST COPY AVAILABLE

School 6 3 2 5 0
Grade Level 6 th Classroom No. 06

WORKSHEET FOR RECORDING PARTICIPANT DATA*
(for calculating averages)

Other description _____
Experimental Group

Participants Name or No. (You may leave blank for the copy you send back)	Measure 1	Measure 2	Measure 3	Measure 4
	Reading-CTBS	Reading-CTBS		
	Code No. <u>04</u>	Code No. <u>04</u>	Code No. _____	Code No. _____
	Scale <u>G. E.</u>	Scale <u>G. E.</u>	Scale _____	Scale _____
	Date <u>Sept., 1972</u>	Date <u>May, 1973</u>	Date _____	Date _____
1.	6.3	7.4		
2.	5.5	5.5		
3.	4.8	4.9		
4.	5.6	6.3		
5.	4.6	6.3		
6.	4.5	4.6		
7.	6.0	6.9		
8.	4.7	4.8		
9.	3.8	4.3		
10.	4.3	5.3		
11.	4.1	3.8		
12.	4.1	5.1		
13.	4.8	5.4		
14.	6.0	7.0		
15.	4.1	5.2		
16.	5.5	5.5		
17.	4.8	6.4		
18.	5.1	5.2		
19.	5.5	5.0		
20.	3.1	2.7		
21.	2.4	3.5		
22.	2.8	4.2		
23.	7.0	7.4		
24.	3.5	4.6		
25.	4.0	5.4		
26.	5.6	5.8		
27.	6.7	6.7		
28.	4.7	6.4		
29.	2.4	3.4		
30.	3.7	3.8		
31.	6.9	7.6		
32.	6.7	6.7		
33.				
34.				
35.				
Column TOTALS	153.6	173.1		
Number of Scores	32	32		
Averages (Indicate mean or median) (mean)	4.80 mean	5.41 mean		

*For each measure record at the top of the column the code No. from the EV 73.12 form, the date of testing, and the scale used; Raw for raw score, G.E. for grade equivalent, Std for percentile equivalents, Stand for standard scores, Scaled for scaled scores, or Freq. for frequency count.

EV 73.07

PROJECT
NUMBER Q 2 9 0

BEST COPY AVAILABLE

School 6 3 2 5 8
Grade Level Classroom No.
7th 07

WORKSHEET FOR RECORDING PARTICIPANT DATA*
(for calculating averages)

Other description _____
Experimental Group

Participants Name or No. (You may leave blank for the copy you send back)	Measure 1	Measure 2	Measure 3	Measure 4
	<u>Reading- CTBS</u>	<u>Reading-CTBS</u>		
	Code No. <u>04</u>	Code No. <u>04</u>	Code No. _____	Code No. _____
	Scale <u>G. E.</u> Date <u>Sept., 1972</u>	Scale <u>G. E.</u> Date <u>May, 1973</u>	Scale _____ Date _____	Scale _____ Date _____
1.	3.4	3.6		
2.	5.4	6.3		
3.	6.9	7.8		
4.	3.7	3.1		
5.	6.6	8.3		
6.	8.2	9.6		
7.	6.1	7.8		
8.	8.0	7.8		
9.	5.4	5.1		
10.	8.1	9.4		
11.	4.9	6.1		
12.	6.5	7.2		
13.	7.1	7.7		
14.	6.5	7.1		
15.	6.5	8.3		
16.	5.9	7.5		
17.	2.9	5.8		
18.	7.2	7.2		
19.	3.7	6.4		
20.	6.5	7.1		
21.	3.1	2.5		
22.	4.2	4.7		
23.	8.3	8.3		
24.	10.0	10.4		
25.	8.9	10.2		
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
Column TOTALS	154.7	175.3		
Number of Scores	25	25		
Averages (indicate mean or median) (mean)	6.19 mean	7.01 mean		

*For each measure record at the top of the column the code No. from the EV 73.12 form, the date of testing, and the scale used; Raw for raw score, G.E. for grade equivalent, File for percentile equivalents, Stand for standard scores, Scaled for scaled scores, or Freq. for frequency count.

EV 73.07

PROJECT
NUMBER 0 2 2 0

BEST COPY AVAILABLE

School 6 3 2 5 8
Grade Level 8th Classroom No. 08

WORKSHEET FOR RECORDING PARTICIPANT DATA*
(for calculating averages)

Other description _____
Experimental Group

Participants Name or No. (You may leave blank for the copy you send back)	Measure 1 Reading-2 T.B.S. Code No. <u>04</u> Scale <u>G. E.</u> Date <u>Sept., 1972</u>	Measure 2 Reading-CTBS Code No. <u>04</u> Scale <u>G. E.</u> Date <u>May, 1973</u>	Measure 3 Code No. _____ Scale _____ Date _____	Measure 4 Code No. _____ Scale _____ Date _____
1.	10.4	12.2		
2.	11.2	11.5		
3.	10.7	10.0		
4.	9.4	10.0		
5.	6.1	7.7		
6.	10.0	10.9		
7.	10.4	11.8		
8.	9.1	9.3		
9.	7.5	8.0		
10.	10.2	11.5		
11.	4.6	5.0		
12.	2.4	3.7		
13.	3.7	5.0		
14.	7.3	6.9		
15.	7.0	6.5		
16.	7.8	8.0		
17.	6.7	7.2		
18.	6.7	7.8		
19.	4.5	5.0		
20.	3.4	5.8		
21.	5.3	7.3		
22.	12.2	12.2		
23.	10.7	11.8		
24.	3.7	3.1		
25.	12.9	12.9		
26.	5.1	7.1		
27.	8.6	9.6		
28.	5.9	6.6		
29.	3.7	12.9		
30.	8.3	9.1		
31.				
32.				
33.				
34.				
35.				
Column TOTALS	225.5	256.4		
Number of Scores	30	30		
Averages (indicate mean or median) (mean)	7.52 mean	8.55 mean		

*For each measure record at the top of the column the code No. from the EV 73.12 form, the date of testing, and the scale used; Raw for raw score, G.E. for grade equivalent, %ile for percentile equivalents, Stand for standard scores, Scaled for scaled scores, or Freq. for frequency count.

EV 73.07

PROJECT
NUMBER 0 2 2 0

BEST COPY AVAILABLE

School 6 3 2 5 8
Grade Level Classroom No.
5 th 105
Other description
Control Group

WORKSHEET FOR RECORDING PARTICIPANT DATA*
(for calculating averages)

Participants Name or No. (You may leave blank for the copy you send back)	Measure 1	Measure 2	Measure 3	Measure 4
	Reading-CTBS	Reading-CTBS		
	Code No. 04	Code No. 04	Code No.	Code No.
	Scale G. E.	Scale G. E.	Scale	Scale
	Date Sept., 1972	Date May, 1973	Date	Date
1.	6.0	7.2		
2.	6.4	7.2		
3.	6.7	7.2		
4.	7.0	8.3		
5.	4.7	5.1		
6.	6.0	7.8		
7.	6.7	6.7		
8.	5.5	5.7		
9.	9.3	8.9		
10.	6.9	7.6		
11.	5.6	6.9		
12.	5.7	6.0		
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
Column TOTALS	76.5	84.6		
Number of Scores	12	12		
Averages (indicate mean or median) (mean)	6.38 mean	7.05 mean		

*For each measure record at the top of the column the code No. from the EV 73.12 form, the date of testing, and the scale used; Raw for raw score, G.E. for grade equivalent, File for percentile equivalents, Stand for standard scores, Scaled for scaled scores, or Freq. for frequency count.

EV 73.07

WORKSHEET FOR RECORDING PARTICIPANT DATA*
(for calculating averages)

Other description _____
Control Group _____

Participant Name or No. (You may leave blank for the copy you send back)	Measure 1	Measure 2	Measure 3	Measure 4
	Reading-CTBS	Reading-CTBS		
	Code No. 04	Code No. 04	Code No.	Code No.
	Scale G.E.	Scale G.E.	Scale	Scale
	Date Sept., 1972	Date May, 1973	Date	Date
1.	7.2	9.7		
2.	5.8	6.9		
3.	8.2	7.6		
4.	7.2	8.1		
5.	7.6	8.1		
6.	9.7	10.7		
7.	7.0	9.3		
8.	8.3	9.3		
9.	8.7	9.3		
10.	10.1	9.7		
11.	7.4	7.4		
12.	6.4	7.2		
13.	10.7	10.7		
14.	6.9	9.3		
15.	6.0	9.7		
16.	6.6	7.4		
17.	8.7	9.7		
18.	7.8	9.3		
19.	7.8	8.3		
20.	8.1	8.3		
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
Column TOTALS	156.9	176.0		
Number of Scores	20	20		
Averages (indicate mean or median) (mean)	7.85 mean	8.8 mean		

*For each measure record at the top of the column the code No. from the EV 73.12 form, the date of testing, and the scale used; Raw for raw score, G.E. for grade equivalent, %ile for percentile equivalents, Stand for standard scores, Scaled for scaled scores, or Freq. for frequency count.

PROJECT
NUMBER 0 2 2 0

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School 6-3-2-5-8
Grade Level 7 Classroom No. 107

WORKSHEET FOR RECORDING PARTICIPANT DATA*
(for calculating averages)

Other description _____
Control Group _____

Participants Name or No. (You may leave blank for the copy you send back)	Measure 1	Measure 2	Measure 3	Measure 4
	Reading-CTBS	Reading-CTBS		
	Code No. <u>04</u>	Code No. <u>04</u>	Code No. _____	Code No. _____
	Scale <u>G. E.</u> Date <u>Sept., 1972</u>	Scale <u>G. E.</u> Date <u>May, 1973</u>	Scale _____ Date _____	Scale _____ Date _____
1.	11.2	11.5		
2.	7.1	8.6		
3.	9.1	6.7		
4.	9.4	9.8		
5.	8.8	9.3		
6.	8.3	9.3		
7.	9.8	12.6		
8.	6.5	8.6		
9.	7.0	7.5		
10.	9.6	9.6		
11.	9.8	10.4		
12.	6.5	5.7		
13.	10.4	9.8		
14.	6.5	6.7		
15.	9.8	10.2		
16.	9.6	10.2		
17.	9.8	9.8		
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
Column TOTALS	149.2	156.3		
Number of Scores	17	17		
Averages (indicate mean or median) (mean)	8.78 mean	9.19 mean		

*For each measure record at the top of the column the code No. from the EV 73.12 form, the date of testing, and the scale used; Raw for raw score, G.E. for grade equivalent, ile for percentile equivalents, Stand for standard scores, Scaled for scaled scores, or Freq. for frequency count.

EV 73.07

WORKSHEET FOR RECORDING PARTICIPANT DATA*
(for calculating averages)

Other description _____
Control Group

Participants Name or No. (You may leave blank for the copy you send back)	Measure 1	Measure 2	Measure 3	Measure 4
	<u>Reading-CTBS</u>	<u>Reading-CTBS</u>		
	Code No. <u>04</u>	Code No. <u>04</u>	Code No. _____	Code No. _____
	Scale <u>G. E.</u>	Scale <u>G. E.</u>	Scale _____	Scale _____
	Date <u>Sept., 1972</u>	Date <u>May, 1973</u>	Date _____	Date _____
1.	9.4	9.4		
2.	6.3	7.1		
3.	6.5	7.0		
4.	6.7	8.8		
5.	8.6	7.8		
6.	7.4	7.3		
7.	10.7	10.0		
8.				
9.				
10.				
11.				
12.				
13.				
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25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
Column TOTALS	55.6	57.4		
Number of Scores	7	7		
Averages (indicate mean or median) (mean)	7.94 mean	8.2 mean		

*For each measure record at the top of the column the code No. from the EV 73.12 form, the date of testing, and the scale used; Raw for raw score, G.E. for grade equivalent, File for percentile equivalents, Stand for standard scores, Scaled for scaled scores, or Freq. for frequency count.

EV 73.07

PROJECT
NUMBER 0290

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School 63958
Grade Level Classroom No.
5 05WORK SHEET FOR RECORDING PARTICIPANT DATA
(for calculating averages)Other description
Experimental Group

Participant's Name or No. (You may leave blank for the copy you want)	Measure 1	Measure 2	Measure 3	Measure 4
	Writing	Writing	Listening	Listening
	Code No. 43	Code No. 43	Code No. 44	Code No. 44
	Scale %ile Date Sept., 1972	Scale %ile Date May, 1973	Scale %ile Date Sept., 1972	Scale %ile Date May, 1973
1.	41	76	48	86
2.	35	51	48	91
3.	35	73	48	63
4.	35	61	38	82
5.	35	51	36	89
6.	35	70	36	68
7.	35	51	36	75
8.	35	51	32	40
9.	31	23	32	63
10.	31	11	27	61
11.	29	51	27	46
12.	29	17	25	46
13.	29	45	25	61
14.	27	45	25	46
15.	27	90	21	55
16.	27	42	18	23
17.	27	35	13	33
18.	27	28	18	28
19.	22	38	18	46
20.	19	73	18	40
21.	19	28	16	23
22.	12	19	16	17
23.	10	23	16	46
24.	10	23	13	23
25.	10	21	13	75
26.	10	66	13	86
27.	10	35	9	23
28.	1	21	7	28
29.	0	23		
30.	0	28		
31.				
32.				
33.				
34.				
35.				
Column TOTALS	693	1269	697	1463
Number of Scores	30	30	28	28
Averages (indicate mean or median) mean	23.1	mean 42.3	mean 24.89	mean 52.25

For each measure record at the top of the column the code No. from the EV 73.12 form,
the date of testing, and the scale used; Raw for raw score, G.E. for grade equivalent,
%ile for percentile equivalents, Std. for standard scores, Scaled for scaled scores,
or Freq. for frequency count.

60.

EV 73.07

PROJECT
NUMBER 0290

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School 63958

Grade Level 6 Class 06

Experimental Group

	Writing 43 %ile Sept, 1972	Writing 43 %ile May, 1973	Listening 44 %ile Sept, 1972	Listening 44 %ile May, 1973
1	40	70	65	68
2	30	39	55	95
3	30	70	55	91
4	30	42	31	68
5	21	53	37	68
6	21	42	37	68
7	21	67	31	59
8	20	39	31	74
9	20	75	28	53
10	20	42	28	26
11	18	42	23	50
12	15	28	19	77
13	15	42	19	36
14	11	26	19	53
15	7	18	19	59
16	7	42	17	36
17	6	42	17	26
18	6	35	17	31
19	6	35	17	31
20	5	12	17	31
21	5	35	17	14
22	4	18	14	36
23	4	23	14	26
24	3	14	10	18
25	0	2	10	22
26	0	2	9	16
27	0	35	9	22
28	0	14	6	22
29	0	42	6	31
30				
31				
32				
33				
34				
35				
Column TOTALS	365	1046	683	1307
Number of scores	29	29	29	29
Average (mean)	12.59 mean	36.07 mean	23.55 mean	45.07 mean

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07

Experimental Group

Writing ⁴³ % ile Sept, 1972	Writing ⁴³ % ile May, 1973	Listening ⁴⁴ % ile Sept, 1972	Listening ⁴⁴ % ile May, 1973
72	91	70	94
72	79	62	76
66	76	62	62
51	84	62	93
47	34	62	68
41	79	56	70
41	60	50	52
41	64	50	68
35	26	50	68
28	56	46	76
28	60	36	32
28	79	36	88
20	26	36	36
20	40	29	34
20	40	24	44
13	40	22	36
13	34	18	34
10	34	16	12
10	37	16	5
5	58	11	36
0	34		
0	40		
0	11		

661

1182

814

1084

23

23

20

20

mean

28.74 mean

51.39 mean

40.7 mean

54.2 mean

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08

Experimental Group

Writing 43
%ile
Sept., 1972

Writing 43
%ile
May, 1973

Listening 44
%ile
Sept., 1972

Listening 44
%ile
May, 1973

90

92

94

99

87

91

93

99.4

84

86

88

94

79

88

88

84

74

91

78

92

74

94

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14

32

84

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61

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28

29

56

10

17

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32

10

22

26

34

7

22

15

50

7

56

12

22

1

22

12

93

1

6

10

34

0

72

8

27

5

10

1137

1566

1414

1938.4

28

28

29

29

(mean)

40.61 mean

55.93 mean

48.76 mean

66.84 mean

0290

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Control Group

Writing 43
%ile
Sept., 1972

Writing 43
%ile
May, 1973

Listening 44
%ile
Sept., 1972

Listening 44
%ile
May, 1973

1.	96	95	89	97
2.	86	73	83	86
3.	75	81	81	89
4.	66	90	65	68
5.	62	73	65	89
6.	51	73	61	91
7.	41	73	48	76
8.	31	73	48	46
9.	31	81	38	46
10.	29	73	36	61
11.	27	45	21	89
12.	12	61	18	33
13.				
14.				
15.				
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32.				
33.				
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35.				

Column Totals

607

891

653

891

Number of Scores

12

12

12

12

Average (mean)

50.58 mean

74.25 mean

54.42 mean

74.25 mean

*For each measure reported at the top of the table, the mean and standard deviation are given. The standard deviation is the square root of the variance. The variance is the average of the squared deviations from the mean. The standard error of the mean is the standard deviation divided by the square root of the number of scores.

PROJECT
NUMBER 0290

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School 63958
Grade Level Classroom No.
6 106

MEASURED AND RECORDING PARTICIPANT DATA
(For calculating averages)

Other description
Control Group

Participant Name or No. (You may leave blank for the copy you send back)	Measure 1 Writing Code No. 43 Scale %ile Date Sept., 1972	Measure 2 Writing Code No. 43 Scale %ile Date May, 1973	Measure 3 Listening Code No. 44 Scale %ile Date Sept., 1972	Measure 4 Listening Code No. 44 Scale %ile Date May, 1973
1.	88	99.6	96	99.1
2.	76	92	86	77
3.	72	92	84	91
4.	72	85	84	93
5.	72	90	75	92
6.	68	91	75	93
7.	64	91	75	93
8.	64	83	75	89
9.	58	95	71	89
10.	54	85	71	83
11.	48	83	65	89
12.	44	78	65	95
13.	40	67	65	89
14.	36	78	65	89
15.	33	67	61	53
16.	30	42	31	83
17.	21	42	31	77
18.	11	53	28	83
19.	81	85	28	68
20.			75	83
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
Column TOTALS	1032	1498.6	1306	1708.1
Number of scores	19	19	20	20
Averages (indicate mean or median) mean	54.35 mean	78.87 mean	65.3 mean	85.41 mean

*For each measure record at the top of the column the code No. (from the SW 73.12 form), the date of testing, and the scale used: %ile for raw scores, G.E. for grade equivalent, etc. for percentile equivalents, etc. for standard scores, etc. for scaled scores, or Freq. for frequency count.

PROJECT
NUMBER 0290

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School 63958
Grade Level Classroom No.
7 107

Control Group

Student Name (You may leave blank if you do not wish to be named)	Writing Scale No. 43 %ile Sept., 1972	Writing Scale No. 43 %ile May, 1973	Listening Scale No. 44 %ile Sept., 1972	Listening Scale No. 44 %ile May, 1973
1	97	96	89	94
2	93	96	85	93
3	84	92	85	98
4	84	92	83	84
5	80	99.7	79	96
6	72	79	77	94
7	72	79	74	94
8	72	92	70	96
9	61	91	70	70
10	61	91	62	62
11	55	69	62	84
12	51	58	62	78
13	51	92	56	84
14	51	64	56	84
15	41	58	46	94
16	10	34	29	34
17			22	18
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
Column Totals	1035	1282.7	1107	1357
Number of Scores	16	16	17	17
Average (mean)	mean 64.69	mean 80.17	mean 65.12	mean 79.82

*For each student, the score at the top of each column is the score for the test of 75.22 items, the date of test, and the scale score. For each student, the score for the test of 75.22 items is the score for the test of 75.22 items. The score for the test of 75.22 items is the score for the test of 75.22 items.

PROJECT
NUMBER 0290

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School 63958
Grade Level 8
Classroom No. 108

WILKINSON ON READING-LEVEL ADJUSTMENT DATA
(For use with the 1973-1974)

School Description
Control Group

Participant Name or No. (You may leave blank for the copy on back)	Measure 1 Writing Code No. 43 Scale Date Sept., 1972	Measure 2 Writing Code No. 43 Scale Date May, 1973	Measure 3 Listening Code No. 44 Scale Date Sept., 1972	Measure 4 Listening Code No. 44 Scale Date May, 1973
	%ile	%ile	%ile	%ile
1.	60	63	58	70
2.	58	70	36	56
3.	37	24	36	56
4.	34	50	32	76
5.	28	59		
6.	23	20		
7.	13	70		
8.				
9.				
10.				
11.				
12.				
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25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
Column TOTALS	253	356	162	258
Number of Scores	7	7	4	4
Averages (indicate mean or median)	mean	mean	mean	mean
	36.14 mean	50.86 mean	40.5 mean	64.5 mean

*For each measure record at the top of the column the code No. from the 1973-1974 form, the date of testing, and the scale used; (a) for raw scores, R.F. for grade equivalents, E.L. for percentile equivalents, S.E. for standard errors, S.E. for scaled scores, or Freq. for frequency count.

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Student Name

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PROJECT
NUMBER

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District

SCHOOL

YORKSHIRE WEAVER INC INTERNATIONAL TEST DATA FROM OTHER AGENCIES (Orig. Filed), 1973 GRADE LEVEL 8

(Check one - Language Development (Remain), X

Student Name or I.D. Number (You may leave blank for the copy if a student does not have a name)	May 1973		May 1974		May 1975		State Use Only
	Test Score	Scores	Test Score	Scores	Test Score	Scores	
1	04	12.2	04	7.3	04	6.0	5.7
2	04	11.5	04	7.3	04	7.8	5.7
3	04	10.0	04	7.7	04	9.3	6.1
4	04	10.0	04	7.1	04	6.4	5.1
5	04	7.7	04	4.2	04	4.3	4.8
6	04	10.9	04	7.5	04	6.9	6.1
7	04	11.8	04	7.5	04	7.0	5.3
8	04	8.0	04	4.2	04	4.8	3.6
9	04	11.5	04	9.2	04	7.8	5.9
10	04	5.0	04	3.9	04	3.8	3.1
11	04	3.7	04	3.8	04	3.6	3.2
12	04	6.9	04	6.9	04	6.3	4.5
13	04	6.5	04	4.1	04	4.3	3.1
14	04	8.0	04	6.4	04	5.1	4.1
15	04	7.8	04	5.3	04	5.2	3.1
16	04	5.0	04	3.7	04	3.1	2.8
17	04	5.8	04	3.7	04	3.2	2.9
18	04	12.2	04	8.2	04	7.2	6.4
19	04	11.8	04	8.0	04	7.2	5.1
20	04	3.1	04	3.5	04	3.6	2.5
21	04	9.6	04	7.0	04	7.2	5.4
22	04	12.9	04	7.9	04	8.1	4.7
23							
24							

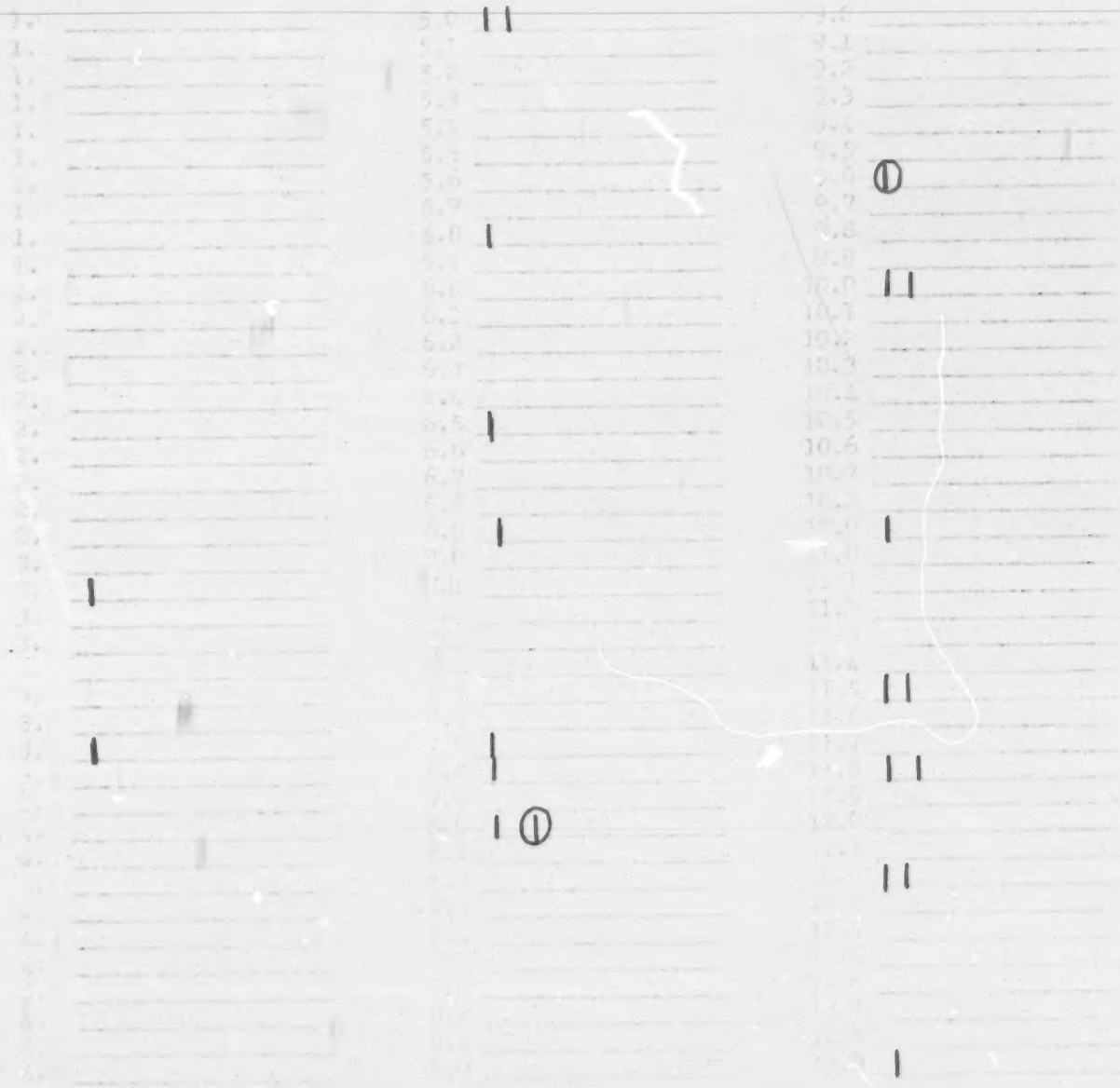
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PROJECT NUMBER 0290
SITE NUMBER 16 63958 63958

TEST NAME CTBS - Reading R 3
CODE NUMBER 04

Classroom one 8th
Test date, May 1, 1973
Number of items 22
Median S.E. 8.8

WAVEFORMS OF CALCULATING WAVEFORMS
OF THE TEST RESULTS OF S.E. Scores



ROYAL NUMBER 0290
 DIRECTOR CODE 1663958 63958
 County District School
 TEST UNIT CTBS - Reading R 5
 CODE 04
 (EV 73.1)

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Classrooms one
 Grade level 8th
 Test date, May 19 72
 Number of scores 22
 Median G.S. 7.0

WORKSHEET FOR CALCULATING MEDIAN
 (Properly Distribution of G.S. Scores)

1	5.0	9.0
2	5.1	9.1
3	5.2	9.2
4	5.3	9.3
5	5.4	9.4
6	5.5	9.5
7	5.6	9.6
8	5.7	9.7
9	5.8	9.8
10	5.9	9.9
11	6.0	10.0
12	6.1	10.1
13	6.2	10.2
14	6.3	10.3
15	6.4	10.4
16	6.5	10.5
17	6.6	10.6
18	6.7	10.7
19	6.8	10.8
20	6.9	10.9
21	7.0	11.0
22	7.1	11.1
23	7.2	11.2
24	7.3	11.3
25	7.4	11.4
26	7.5	11.5
27	7.6	11.6
28	7.7	11.7
29	7.8	11.8
30	7.9	11.9
31	8.0	12.0
32	8.1	12.1
33	8.2	12.2
34	8.3	12.3
35	8.4	12.4
36	8.5	12.5
37	8.6	12.6
38	8.7	12.7
39	8.8	12.8
40	8.9	12.9

PROJECT NUMBER 0290

DIRECTOR CASE 16 63958 63958

TEST NAME CTBS - Reading Page Q Item 2

CODE N.B. 04

(EV 73.10)

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Classroom one
Grade level 8th
Test date, May 1971
Number of students 22
Median 6.2

WORKSHEET FOR COMPUTING RESULTS
(Frequency Distribution of S.E. Scores)

1.	5.0		9.0
1.	5.1	I	9.1
1.	5.2	I	9.2
1.	5.3		9.3
1.	5.4		9.4
1.	5.5		9.5
1.	5.6		9.6
1.	5.7		9.7
1.	5.8		9.8
1.	5.9		9.9
2.	6.0	⊙	10.0
2.	6.1		10.1
2.	6.2		10.2
2.	6.3	⊙	10.3
2.	6.4	I	10.4
2.	6.5		10.5
2.	6.6		10.6
2.	6.7		10.7
2.	6.8		10.8
2.	6.9	I	10.9
3.	7.0	I	11.0
3.	7.1		11.1
3.	7.2	III	11.2
3.	7.3		11.3
3.	7.4		11.4
3.	7.5		11.5
3.	7.6		11.6
3.	7.7		11.7
3.	7.8	II	11.8
3.	7.9		11.9
4.	8.0	I	12.0
4.	8.1		12.1
4.	8.2		12.2
4.	8.3		12.3
4.	8.4		12.4
4.	8.5		12.5
4.	8.6		12.6
4.	8.7		12.7
4.	8.8		12.8
4.	8.9		12.9

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CRBS-Reading
04

R 2

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Classroom one
Grade level 8th
Test date, May 19 70
Number of scores 22
Median G.S. 4.8

WORKSHEET FOR COMPUTING PERCENT
Frequency Distribution of T.S. Scores

	5.0		9.0
1.	5.1	||	9.1
1.	5.2		9.2
1.	5.3	|	9.3
1.	5.4	|	9.4
1.	5.5		9.5
1.	5.6		9.6
1.	5.7	||	9.7
1.	5.8		9.8
1.	5.9	|	9.9
2.	6.0		10.0
2.	6.1	||	10.1
2.	6.2		10.2
2.	6.3		10.3
2.	6.4	|	10.4
2.	6.5		10.5
2.	6.6		10.6
2.	6.7		10.7
2.	6.8		10.8
2.	6.9		10.9
3.	7.0		11.0
3.	7.1	|||	11.1
3.	7.2	|	11.2
3.	7.3		11.3
3.	7.4		11.4
3.	7.5		11.5
3.	7.6		11.6
3.	7.7		11.7
3.	7.8		11.8
3.	7.9		11.9
4.	8.0		12.0
4.	8.1		12.1
4.	8.2		12.2
4.	8.3		12.3
4.	8.4		12.4
4.	8.5		12.5
4.	8.6		12.6
4.	8.7		12.7
4.	8.8		12.8
4.	8.9		12.9

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Results from Comprehensive Tests of Basic Skills - Reading

Experimental Group

Grade 5

Student Number	G. E.		Percentile		Gain 9 Mos.	Ave. Gain past 2 yrs.	% of Gain over Average of past 2 years	
	Fall	Spring	Fall	Spring				
50	4.4	5.6	37	48	1.2			
52	4.4	6.6	37	64	2.2	.85	41.18	%
54	2.1	2.2	3	2	.1	.8	175	%
56	3.8	4.3	24	25	.5	.3	-66.67	%
58	4.8	6.0	45	54	1.2	.65	-23.08	%
						.85	41.18	%
60	4.1	4.4	31	27	.3	***	***	
62	4.6	4.2	41	24	-.4	.2	-300	%
64	3.4	4.2	16	24	.8	***	***	
66	4.8	7.4	45	77	2.6	1.0	160	%
68	3.4	4.6	16	31	1.2	.35	242.86	%
70	5.3	7.0	54	72	1.7	.75	126.67	%
72	5.2	8.9	53	91	3.7	1.45	155.17	%
74	3.3	3.9	15	19	.6	.1	500	%
76	5.1	5.4	51	45	.3	.7	-57.14	%
78	2.2	3.6	4	15	1.4	.2	600	%
80	4.5	***	38	**	***	.6	***	
82	5.1	6.3	51	59	1.2	.6	100	%
84	4.0	5.5	28	46	1.5	.45	233.33	%
86	3.8	5.3	25	43	1.5	.8	87.5	%
88	4.4	***	37	**	***	***	***	
90	3.8	4.7	25	32	.9	***	***	
92	6.6	6.9	75	69	.3	1.85	-83.78	
94	3.0	***	12	**	***	.5	***	
96	4.6	6.3	41	59	1.7	.85	100	%
98	4.1	5.7	31	50	1.6	.85	88.24	%
48	3.3	5.0	15	36	1.7	***	***	
46	5.1	7.2	50	74	2.1	1.25	68	%
44	5.1	6.0	50	54	.9	***	***	
42	4.9	6.4	46	61	1.5	.3	400	%
40	7.0	10.7	82	98	3.7	.95	289.47	%
38	2.1	2.2	3	2	.1	.15	-33.33	%
36	2.8	4.3	9	25	1.5	.65	130.77	%
34	***	7.8	**	82	***	***	***	
32	***	5.5	**	46	***	.55	***	
30	***	5.1	**	38	***	***	***	
28	***	4.7	**	32	***	***	***	

* None Available

Results from Comprehensive Tests of Basic Skills - Reading

Experimental Group

Grade 6

Student Number	G. E.		Percentile		Gain 9 Mos.	Ave. Gain past 2 yrs.	% of Gain over Average of past 2 years	
	Fall	Spring	Fall	Spring				
162	6.3	7.4	53	62	1.1	.4	175	%
164	5.5	5.5	40	31	0.0	1.5	-100	%
166	4.8	4.9	28	22	.1	.85	-88.24	%
168	5.6	6.3	42	43	.7	-.35	300	%
170	4.6	6.3	25	43	1.7	.35	385.71	%
172	4.5	4.6	24	18	.1	***	***	
160	6.0	6.9	48	53	.9	***	***	
174	4.7	4.8	27	21	.1	.55	-81.82	%
146	3.8	4.3	15	16	.5	.8	-37.5	%
136	4.3	5.3	20	28	1.0	.55	81.82	%
124	4.1	3.8	17	10	-.3	.1	-400	%
122	4.1	5.1	17	25	1.0	.75	33.33	%
176	4.8	5.4	28	30	.6	***	***	
130	6.0	7.0	48	56	1.0	1.05	-4.76	%
154	1.8	***	1	**	***	***	***	
148	4.1	5.2	18	27	1.1	.3	266.67	%
118	5.5	5.5	40	31	0.0	***	***	
104	4.8	6.4	28	45	1.6	.65	146.15	%
178	5.1	5.2	34	27	.1	.45	-77.78	%
108	5.5	5.0	40	23	-.5	1.05	-147.62	%
114	3.1	2.7	7	3	-.4	.35	-214.29	%
150	2.4	3.5	2	7	1.1	***	***	
140	2.8	4.2	5	14	1.4	.35	300	%
180	7.0	7.4	66	62	.4	.55	-27.27	%
110	3.5	4.6	11	19	1.1	.05	2100	%
182	4.0	5.4	17	30	1.4	.4	250	%
126	5.6	5.8	42	36	.2	.1	100	%
184	6.7	6.7	60	51	0.0	***	***	
144	4.7	6.4	27	45	1.7	.8	112.5	%
152	2.4	3.4	2	7	1.0	.65	53.85	%
186	3.7	3.8	13	10	.1	.05	100	%
112	6.9	7.6	63	66	.7	.95	-26.32	%
188	***	7.6	**	66	***	***	***	
190	6.7	6.7	60	51	0.0	***	***	

* None Available

Results from Comprehensive Tests of Basic Skills - Reading

Student Number	Experimental Group		Grade 7		Gain 9 Mos.	Ave. Gain past 2 yrs.	% of Gain over Average of Past 2 years	
	G.E. Fall	G.E. Spring	Percentile Fall	Percentile Spring				
200	3.4	3.6	5	4	.2	.65	-69.23	%
202	5.4	6.3	25	28	.9	1.75	-48.57	%
204	6.9	7.8	46	52	.9	1.15	-21.74	%
206	3.7	3.1	7	2	-.6	.85	-170.59	%
208	6.6	8.3	42	58	1.7	1.9	-10.53	%
210	8.9	9.6	76	75	.7	***	****	
212	2.2	***	1	**	**	***	****	
214	6.1	7.8	35	52	1.7	1.55	9.68	%
216	8.0	7.8	64	52	-.2	.8	-125	%
218	5.4	5.1	25	15	-.3	1.05	-128.57	%
220	8.1	9.4	66	73	1.3	1.3	0.0	%
222	5.1	***	21	**	***	1.0	****	
224	4.9	6.1	18	26	1.2	***	****	
226	6.5	7.2	40	42	.7	.85	-17.65	%
228	7.1	7.7	50	50	.6	1.4	-57.14	%
230	6.5	7.1	40	40	.6	1.45	-58.62	%
232	6.5	8.3	40	58	1.8	1.0	80	%
234	7.4	***	56	**	**	1.3	****	
236	5.9	7.5	31	48	1.6	***	****	
238	2.9	5.8	2	22	2.9	1.4	107.14	%
240	7.2	7.2	52	42	0.0	***	****	
242	3.7	6.4	7	29	2.7	***	****	
244	6.5	7.1	40	40	.6	1.1	-45.45	%
246	3.1	2.5	3	1	-.6	***	****	
248	4.2	4.7	11	11	.5	-.2	350	%
250	5.8	***	30	**	**	1.2	****	
252	8.3	8.3	68	58	0.0	.8	-100	%
254	10.0	10.4	86	83	.4	***	****	
256	8.9	10.2	76	81	1.3	***	****	
258	***	7.7	**	50	**	***	****	

* None Available

Results from Comprehensive Tests of Basic Skills - Reading

Experimental Group

Grade 8

Student Number	G. E.		Percentile		Gain 9 Mos.	Ave. Gain past 2 yrs.	% of Gain over Average of Past 2 years	
	Fall	Spring	Fall	Spring				
300	10.4	12.2	79	87	1.8	.8	125	%
304	11.2	11.5	86	82	.3	.8	-675	%
306	10.7	10.0	82	68	-.7	.8	-187.5	%
312	9.4	10.0	68	68	.6	1.0	-40	%
316	6.1	7.7	23	38	1.6	-.3	633.33	%
318	10.0	10.9	75	78	.9	.7	28.57	%
398	10.4	11.8	79	85	1.4	1.1	27.27	%
320	9.1	9.3	64	58	.2	***	****	
322	7.5	8.0	43	41	.5	.3	66.67	%
324	10.2	11.5	77	82	1.3	1.65	-21.21	%
326	4.6	5.0	9	9	.4	.4	0.0	%
328	2.4	3.7	1	3	1.3	.3	333.33	%
330	3.7	5.0	4	9	1.3	.8	62.5	%
396	7.3	6.9	39	27	-.4	1.2	-133.33	%
332	7.0	6.5	34	22	-.5	.5	-200	%
334	7.8	8.0	47	41	.2	1.15	-82.6	%
336	6.7	7.2	30	31	.5	***	***	
394	6.7	7.8	30	40	1.1	1.1	0.0	%
338	4.5	5.0	8	9	.5	.45	11.1	%
392	3.4	5.8	3	15	2.4	.4	500	%
340	5.3	7.3	15	33	2.0	-.25	900	%
344	12.2	12.2	91	87	0.0	.9	-100	%
346	10.7	11.8	82	85	1.1	1.45	-24.14	%
348	3.7	3.1	4	1	-.6	.5	-200	%
390	12.9	12.9	98	96	0.0	***	***	
388	5.1	7.1	13	29	2.0	1.2	66.67	%
350	8.6	9.6	57	63	1.0	.8	25	%
352	5.9	6.6	21	24	.7	***	****	
386	3.7	12.9	4	92	9.2	1.6	475	%
356	7.3	***	39	**	***	***	****	
384	***	6.1	**	19	***	***	****	
382	8.3	9.1	53	56	.8	***	****	

* None Available

Results from Comprehensive Tests of Basic Skills - Reading

Student Number	Control Group		Grades 5 & 6					
	G. E. Fall	G. E. Spring	Percentile Fall	Percentile Spring	Gain 9 Mos.	Ave. Gain past 2 yrs.	% of Gain over Average of past 2 years	
201	6.0	7.2	66	74	1.2	1.2	0.0	%
203	6.4	7.2	73	74	.8	***	***	
205	6.7	7.2	78	74	.5	1.3	-61.54	%
207	7.0	8.3	82	86	1.3	1.3	0.0	%
209	4.7	5.1	43	40	.4	.7	-42.86	%
211	6.0	7.8	66	82	1.8	1.3	38.46	%
213	6.7	6.7	78	66	0.0	1.0	-100	%
215	5.5	5.7	58	50	.2	.8	-75	%
217	9.3	8.9	97	91	-.4	3.1	-112.90	%
219	6.9	7.6	80	79	.7	2.4	-70.83	%
221	5.6	6.9	60	69	1.3	.5	160	%
223	5.7	6.0	62	54	.3	1.35	-77.78	%
GRADE 6								
301	7.2	9.7	69	88	2.5	2.25	11.11	%
303	5.8	6.9	46	53	1.1	.75	46.67	%
305	8.9	7.6	88	66	-1.3	***	***	
307	7.2	8.1	69	72	.9	.7	28.57	%
309	7.6	8.1	74	72	.5	1.0	-50	%
311	9.7	10.7	92	94	1.0	1.05	-4.76	%
313	7.0	9.3	66	85	2.3	***	***	
315	8.3	9.3	82	85	1.0	1.65	-39.39	%
317	8.7	9.3	85	85	.6	1.4	-57.14	%
319	10.1	9.7	95	88	-.4	1.35	-129.63	%
321	7.4	7.4	72	62	0.0	.5	-100	%
323	6.4	7.2	55	59	.8	.85	-5.88	%
325	10.7	10.7	97	94	0.0	***	***	
327	6.9	9.3	63	85	2.4	1.05	128.57	%
329	6.0	9.7	48	88	3.7	1.65	124.24	%
331	5.3	***	37	**	***	***	***	
333	6.6	7.4	57	62	.8	.8	0.0	%
335	8.7	9.7	85	88	1.0	1.4	-28.57	%
337	7.8	9.3	77	85	1.5	1.5	0.0	%
339	7.8	8.3	77	75	.5	1.45	-65.52	%
341	8.1	8.3	80	75	.2	***	***	

* None Available

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Results from Comprehensive Tests of Basic Skills - Reading

Student Number	Control Group		Grades 7 & 8					
	G. E. Fall	G. E. Spring	Percentile Fall	Percentile Spring	Gain 9 Mos.	Ave. Gain past 2 yrs.	% of Gain over Average of past 2 years	
101	11.2	11.5	94	90	.3	2.95	-89.47	%
103	7.1	8.6	50	62	1.5	1.0	50	%
105	9.1	6.7	78	34	-2.4	.5	-580	%
107	9.4	9.8	81	77	.4	1.35	-70.37	%
109	8.8	9.3	74	71	.5	1.3	-61.54	%
111	8.3	9.3	68	71	1.0	1.35	-25.93	%
113	9.8	12.6	85	95	2.8	1.5	86.67	%
115	11.8	***	96	**	**	***	***	
117	6.5	8.6	40	62	2.1	.7	200	%
119	7.0	7.5	48	48	.5	1.3	-61.54	%
121	9.6	9.6	83	75	.0	***	***	
123	9.8	10.4	85	83	.6	1.6	-62.5	%
125	6.5	5.7	40	21	-.8	1.0	-180	%
127	9.1	***	78	**	***	1.35	***	
129	10.4	9.8	90	77	-.6	1.6	-137.5	%
131	6.5	6.7	40	34	.2	.85	-76.47	%
133	9.8	10.2	85	81	.4	.2	100	%
135	9.6	10.2	83	81	.6	***	***	
137	9.8	9.8	85	77	0.0	***	***	
GRADE 8								
151	9.4	9.4	68	60	0.0	1.4	-100	%
153	6.3	7.1	25	29	.8	.75	6.67	%
155	6.5	7.0	27	28	.5	.6	-16.67	%
157	6.7	8.8	30	51	2.1	.4	425	%
159	8.6	7.8	57	40	-.8	1.2	-166.67	%
161	7.4	7.3	41	33	-.1	.9	-111.11	%
163	10.7	10.0	82	68	-.7	1.4	-150	%
165	***	6.0	**	18	***	***	***	
167	***	7.8	**	40	***	***	***	

* None Available

SEQUENTIAL TEST OF EDUCATIONAL PROGRESS - LISTENING

EXPERIMENTAL GRADE 5

STUDENT NUMBER	CONVERTED SCORE		PERCENTILE BAND		% GAIN or LOSS
	FALL	SPRING	FALL	SPRING	
100	269	279	48-71	65-71	38
102	269	282	48-71	75-91	43
104	268	271	48-71	46-63	15
106	266	276	38-65	61-82	44
108	265	280	36-56	71-89	53
110	265	273	36-56	52-68	32
112	264	274	36-56	55-75	39
114	263	263	32-51	23-40	8
116	263	271	32-51	46-63	31
118	260	269	27-44	37-61	34
120	260	265	27-44	28-46	19
122	259	264	25-36	28-46	21
124	258	269	25-36	37-61	36
126	258	265	25-36	28-46	21
128	257	267	21-32	31-55	34
130	255	257	18-27	14-23	5
132	254	261	18-27	19-33	15
134	254	259	18-27	17-28	10
136	254	264	18-27	28-46	28
138	254	263	18-27	23-40	22
140	252	265	16-25	14-23	7
142	252	***	16-25	*****	**
144	252	252	16-25	9-17	1
146	252	264	16-25	28-46	30
148	251	257	13-24	14-23	10
150	251	275	13-24	55-75	62
152	251	***	13-24	*****	**
154	250	278	13-24	65-86	73
156	248	256	9-19	14-23	14
158	247	258	7-18	17-28	21
160	239	***	3-7	*****	**
162	***	278	*****	65-86	**
164	***	265	*****	28-46	**
166	***	267	*****	31-55	**
168	***	263	*****	23-40	**
170	***	268	*****	37-61	**
172	***	255	*****	10-19	**

* NONE AVAILABLE

SEQUENTILE TEST OF EDUCATIONAL PROGRESS - LISTENING

EXPERIMENTAL GRADE 6

STUDENT NUMBER	CONVERTED SCORE		PERCENTILE BAND		% GAIN or LOSS
	FALL	SPRING	FALL	SPRING	
202	279	275	65-86	46-68	3
204	275	294	55-75	85-95	40
206	274	286	55-75	74-91	36
208	269	275	37-61	46-68	31
210	268	275	37-61	46-68	31
212	268	274	37-61	46-68	31
214	266	273	31-55	43-59	28
216	266	276	31-55	50-74	43
218	265	270	28-46	36-53	25
220	265	260	28-46	16-26	-2
222	262	269	23-40	29-50	27
224	261	279	19-33	56-77	58
226	261	265	19-33	22-36	17
228	261	270	19-33	36-53	34
230	260	273	19-33	43-59	40
232	258	265	17-28	22-36	19
234	258	260	17-28	16-26	9
236	259	262	17-28	18-31	14
238	258	263	17-28	18-31	14
240	258	263	17-28	18-31	14
242	258	252	17-28	6-14	-3
244	257	264	14-23	22-36	22
246	256	260	14-23	16-26	12
248	255	257	10-19	11-18	8
250	255	259	10-19	13-22	12
252	253	254	9-17	9-16	7
254	253	259	9-17	13-22	13
256	251	258	6-16	13-22	16
258	251	262	6-16	18-31	25
260	***	260	****	16-26	**
262	***	262	****	18-31	**
264	***	278	****	56-77	**
266	***	260	****	16-26	**
268	***	260	****	16-26	**

* NONE AVAILABLE

SEQUENTILE TEST OF EDUCATIONAL PROGRESS - LISTENING

EXPERIMENTAL GRADE 7

STUDENT NUMBER	CONVERTED SCORE		PERCENTILE BAND		% GAIN or LOSS
	FALL	SPRING	FALL	SPRING	
300	285	297	70-89	78-94	24
302	282	***	68-83	*****	**
304	281	284	62-81	58-76	14
306	281	278	62-81	41-62	0
308	281	294	62-81	76-93	31
310	280	280	62-81	47-68	6
312	278	282	56-77	52-70	14
314	277	274	50-74	32-52	2
316	276	281	50-74	47-68	18
318	276	281	50-74	47-68	18
320	274	284	46-68	58-76	30
322	273	***	43-59	*****	**
324	271	267	36-53	15-32	-4
326	270	290	36-53	68-88	52
328	270	270	36-53	26-36	0
330	268	269	29-50	23-34	5
332	266	273	24-46	29-44	20
334	264	270	22-36	26-36	14
306	263	269	18-31	23-34	16
308	261	257	16-26	5-12	-4
310	261	249	16-26	1-5	-11
312	261	***	16-26	*****	**
314	257	271	11-18	26-36	25
316	236	***	0-2	*****	**
318	***	296	*****	78-94	**
320	***	269	*****	23-34	**
322	***	276	*****	36-58	**
324	***	290	*****	68-88	**
326	***	282	*****	52-70	**

*NONE AVAILABLE

SEQUENTILE TEST OF EDUCATIONAL PROGRESS - LISTENING

EXPERIMENTAL GRADE 8

STUDENT NUMBER	CONVERTED SCORE		PERCENTILE BAND		% GAIN or LOSS
	FALL	SPRING	FALL	SPRING	
402	308	308	94-99	92-99	5
404	306	313	93-99	94-99.4	6.4
406	303	301	88-98	82-94	6
408	303	290	88-98	64-84	-4
410	297	296	78-94	78-92	14
412	297	303	78-94	85-96	18
414	296	303	78-94	85-96	18
416	296	303	78-94	85-96	18
418	290	299	68-88	81-93	25
420	289	282	65-84	44-67	2
422	288	299	65-84	81-93	28
424	286	280	62-78	39-61	-1
426	285	288	58-76	61-78	20
428	285	275	58-76	24-44	-14
430	280	286	47-68	24-44	3
432	279	274	41-62	24-44	3
434	277	278	36-58	34-56	20
436	274	282	32-52	44-67	35
438	274	290	32-52	64-84	52
440	274	281	32-52	39-61	29
442	272	279	29-44	34-56	27
444	271	***	26-26	*****	**
446	271	269	26-36	11-32	6
448	271	271	26-36	16-34	8
450	267	277	15-32	29-50	35
452	265	265	12-26	7-22	10
454	265	299	12-26	81-93	81
456	262	270	10-21	16-34	24
458	261	266	8-18	8-27	19
460	257	257	5-12	2-10	5
462	***	277	*****	29-50	**
464	***	272	*****	20-39	**
466	***	268	*****	11-32	**

* NONE AVAILABLE

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SEQUENTILE TEST OF EDUCATIONAL PROGRESS - LISTENING

CONTROL GROUP GRADES 5 & 6

STUDENT NUMBER	CONVERTED SCORE		PERCENTILE BAND		% GAIN or LOSS
	FALL	SPRING	FALL	SPRING	
201	284	286	89-98	84-97	8
203	282	279	83-96	65-86	3
205	280	280	81-95	71-89	8
207	275	273	65-83	52-68	3
209	274	280	65-83	71-89	24
211	273	282	61-78	75-91	30
213	269	284	48-71	79-96	48
215	269	265	48-71	28-46	-2
217	266	265	38-65	28-46	8
219	265	269	36-56	37-61	25
221	256	280	21-32	71-89	68
223	255	261	18-27	19-33	15

GRADE 6

225	297	304	96-99.6	94-99.1	3.1
227	298	278	86-98	56-77	-9
229	286	286	84-97	74-91	7
231	296	291	84-97	79-93	9
233	282	288	75-91	77-92	17
235	282	291	75-91	79-93	18
237	282	291	75-91	79-93	18
239	282	284	75-91	70-89	14
241	280	284	71-89	70-89	18
243	280	282	71-89	68-83	12
245	278	284	65-86	70-89	24
247	278	294	65-86	85-95	30
249	278	284	65-86	70-89	24
251	278	284	65-86	70-89	24
253	276	270	61-82	36-53	-8
255	267	282	31-55	68-83	52
257	267	279	31-55	56-77	46
259	264	282	28-46	68-83	55
261	264	275	28-46	46-68	40
263	258	***	17-28	*****	**
265	282	282	75-91	68-83	8

* NONE AVAILABLE

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SEQUENTILE TEST OF EDUCATIONAL PROGRESS - LISTENING

CONTROL GROUP GRADES 7 & 8

STUDENT NUMBER	CONVERTED SCORE		PERCENTILE BAND		% GAIN or LOSS
	FALL	SPRING	FALL	SPRING	
103	296	297	89-96	78-94	5
105	294	294	85-95	76-93	8
107	294	***	85-95	*****	**
109	294	303	85-95	88-98	13
111	292	289	83-94	65-84	1
113	290	301	79-93	85-96	17
115	289	***	77-92	*****	**
117	288	296	77-92	78-94	17
119	286	297	74-91	78-94	20
121	284	301	70-89	85-96	26
123	284	282	70-89	52-70	0
125	281	279	62-81	41-62	0
127	281	285	62-81	65-84	22
129	280	286	62-81	62-78	16
131	279	289	56-77	65-84	28
133	278	289	56-77	65-84	28
135	275	296	46-68	78-94	48
137	268	268	29-50	23-34	5
139	264	261	22-36	8-18	-4

GRADE 8

141	284	284	58-76	50-70	12
143	277	278	36-58	34-56	20
145	276	278	36-58	34-56	20
147	274	286	32-52	56-76	44
149	262	***	10-21	*****	**
151	***	277	*****	29-50	**
153	***	303	*****	85-96	**
155	***	279	*****	34-56	**

* NONE AVAILABLE

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SEQUENTILE TEST OF EDUCATIONAL PROGRESS - WRITING

EXPERIMENTAL GRADE 5

STUDENT NUMBER	CONVERTED SCORE		PERCENTILE BAND		% GAIN or LOSS
	FALL	SPRING	FALL	SPRING	
100	253	266	41-63	54-76	75
102	251	255	35-60	30-51	16
104	251	265	35-60	48-73	38
106	251	258	35-60	36-61	26
108	251	255	35-60	30-51	16
110	251	262	35-60	44-70	35
112	251	254	35-60	30-51	16
114	251	255	35-60	30-51	16
116	249	241	31-56	9-23	-8
118	240	230	31-56	3-11	-20
120	247	255	29-51	30-51	22
122	247	235	29-51	5-17	-12
124	240	253	29-51	25-45	16
126	244	253	27-46	25-45	18
128	244	275	27-46	72-90	63
130	244	251	27-46	21-42	15
132	244	246	27-46	18-35	8
134	244	243	27-46	11-28	1
136	243	248	22-44	20-38	16
138	241	264	19-38	48-73	54
140	241	243	19-38	11-28	9
142	237	237	12-30	6-19	7
144	237	***	12-30	*****	**
146	235	241	10-28	9-23	13
148	235	241	10-28	9-23	13
150	235	239	10-28	7-21	11
152	235	261	10-28	40-66	56
154	235	246	10-28	18-35	25
156	230	***	5-22	*****	**
158	228	239	1-19	7-21	20
160	225	241	0-12	9-23	23
162	223	243	0-9	11-28	28
164	223	***	0-9	*****	**
166	223	***	0-9	*****	**
168	***	243	*****	11-28	**
170	***	254	*****	30-51	**
172	***	259	*****	36-61	**
174	***	268	*****	58-81	**

* NONE AVAILABLE

SEQUENTILE TEST OF EDUCATIONAL PROGRESS - WRITING

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EXPERIMENTAL GRADE 6

STUDENT NUMBER	CONVERTED SCORE		PERCENTILE BAND		% GAIN or LOSS
	FALL	SPRING	FALL	SPRING	
200	261	265	40-66	47-70	30
202	255	248	30-51	16-39	9
204	254	264	30-51	47-70	40
206	254	251	30-51	20-42	12
208	251	257	21-42	35-53	32
210	251	250	21-42	20-42	21
212	250	262	21-42	44-67	46
214	249	248	20-38	16-39	19
216	248	268	20-38	55-75	55
218	248	251	20-38	20-42	22
220	246	250	18-35	20-42	24
222	244	244	15-30	10-28	13
224	244	250	15-30	20-42	27
226	243	243	11-28	5-26	15
228	239	239	7-21	0-18	11
230	239	250	7-21	20-42	35
232	237	250	6-19	20-42	36
234	237	246	6-19	13-35	29
236	237	247	6-19	13-35	29
238	235	233	5-17	0-12	7
240	235	247	5-17	13-35	30
242	233	239	4-13	0-18	14
244	233	241	4-13	0.9-23	19
246	230	***	3-11	*****	**
248	230	237	3-11	0-14	11
250	255	223	0-6	0-2	2
252	223	223	0-4	0-2	2
254	223	246	0-4	13-35	35
256	223	237	0-4	0-14	14
258	223	250	0-4	20-42	42
260	***	247	*****	13-35	**
262	***	246	*****	13-35	**
264	***	271	*****	61-78	**
266	***	271	*****	61-78	**

* NONE AVAILABLE

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SEQUENTILE TEST OF EDUCATIONAL PROGRESS - WRITING

EXPERIMENTAL GRADE 7

STUDENT NUMBER	CONVERTED SCORE FALL	CONVERTED SCORE SPRING	PERCENTILE BAND FALL	PERCENTILE BAND SPRING	% GAIN or LOSS
300	277	282	72-87	72-91	19
302	276	277	72-87	60-79	7
304	276	***	72-87	*****	**
306	273	275	65-83	58-76	10
308	266	***	51-72	*****	**
310	266	278	51-72	64-84	33
312	263	251	47-67	13-34	-13
314	261	277	41-63	60-79	38
316	261	265	41-63	34-60	19
318	261	266	41-63	37-64	23
320	257	246	35-53	10-26	-9
322	255	261	28-49	28-56	28
324	255	265	28-49	34-60	32
326	255	276	28-49	60-79	51
328	251	246	20-42	10-26	6
330	251	255	20-42	18-40	20
332	250	255	20-42	18-40	20
334	246	255	13-35	18-40	27
336	246	250	13-35	13-34	21
338	244	250	10-28	13-34	24
340	244	253	10-28	16-37	27
342	242	263	5-26	31-58	53
344	234	251	0-10	13-34	34
346	234	255	0-10	18-40	40
348	234	237	0-10	0-11	11
350	234	***	0-10	*****	**
352	***	271	*****	47-69	**
354	***	280	*****	69-87	**
356	***	275	*****	58-76	**

* NONE AVAILABLE

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SEQUENTILE TEST OF EDUCATIONAL PROGRESS - WRITING

EXPERIMENTAL GRADE 8

STUDENT NUMBER	CONVERTED SCORE		PERCENTILE BAND		% GAIN or LOSS
	FALL	SPRING	FALL	SPRING	
400	293	291	90-96	76-92	2
402	291	289	87-95	72-91	4
404	289	285	84-94	61-86	2
406	287	287	79-93	66-88	9
408	285	289	74-92	72-91	17
410	285	295	74-92	83-94	20
412	285	293	74-92	80-93	19
414	284	289	74-92	72-91	17
416	281	***	69-87	*****	**
418	281	287	69-87	66-88	19
420	280	277	69-87	44-72	3
422	278	278	64-84	49-74	10
424	277	289	60-79	72-91	31
426	275	***	58-76	*****	**
428	271	263	47-69	20-44	-3
430	263	261	31-58	17-41	10
432	261	276	28-56	44-72	44
434	259	259	23-51	14-38	15
436	257	251	19-46	8-22	3
438	253	251	16-37	8-22	6
440	251	244	13-34	3-14	1
442	251	246	13-34	4-17	4
444	250	255	13-34	11-28	15
446	246	246	10-26	4-17	7
448	246	251	10-26	8-22	12
450	244	250	7-19	8-22	15
452	244	268	7-19	28-56	49
454	240	251	1-16	8-22	21
456	240	237	1-16	0-6	5
458	234	277	0-9	44-72	72
460	***	250	*****	8-22	**
462	***	261	*****	17-41	**
464	***	263	*****	20-44	**

* NONE AVAILABLE

SEQUENTILE TEST OF EDUCATIONAL PROGRESS - WRITING

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CONTROL GROUP GRADES 5 & 6

STUDENT NUMBER	CONVERTED SCORE		PERCENTILE BAND		% GAIN or LOSS
	FALL	SPRING	FALL	SPRING	
201	282	280	96-99.3	95-95	-1
203	275	265	86-96	48-73	-13
205	268	268	75-93	58-81	6
207	264	275	66-87	72-90	24
209	262	265	62-85	48-73	11
211	257	264	51-74	48-73	22
213	253	265	41-63	48-73	32
215	249	264	31-55	48-73	42
217	248	268	31-56	58-81	50
219	247	265	29-51	48-73	44
221	244	253	27-46	25-45	18
223	237	259	12-30	36-61	49

GRADE 6

225	284	299	88-99.1	98-99.6	11.6
227	277	282	76-91	83-92	16
229	274	282	72-90	83-92	20
231	274	275	72-90	69-85	13
233	274	278	72-90	75-90	18
235	273	280	68-86	80-91	23
237	271	280	64-84	80-91	27
239	271	273	64-84	66-83	19
241	268	288	58-81	90-95	37
243	266	274	54-76	69-85	31
245	264	273	48-73	66-83	35
247	262	271	44-70	61-78	34
249	261	262	40-66	44-67	27
251	259	271	36-61	61-78	42
253	257	262	33-58	44-67	34
255	255	251	30-51	20-42	12
257	250	251	21-42	20-42	21
259	250	***	21-42	*****	**
261	243	257	11-28	35-53	42
263	***	271	*****	61-78	**
265	278	274	81-93	69-85	4

* NONE AVAILABLE

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SEQUENTILE TEST OF EDUCATIONAL PROGRESS - WRITING

CONTROL GROUP GRADES 7 & 8

STUDENT NUMBER	CONVERTED SCORE		PERCENTILE BAND		% GAIN or LOSS
	FALL	SPRING	FALL	SPRING	
117	297	293	97-99	90-96	-1
111	291	293	93-96	90-96	3
131	285	285	84-93	74-92	8
109	285	284	84-93	74-92	8
107	281	***	80-91	*****	**
103	280	307	80-91	98-99.7	19.7
115	277	***	72-87	*****	**
121	276	277	72-87	60-79	7
125	276	277	72-87	60-79	7
123	276	284	72-87	74-92	20
129	271	282	61-78	72-91	30
127	271	282	61-78	72-91	30
105	268	271	55-75	47-69	14
133	266	263	51-72	31-58	7
119	266	285	51-72	74-92	41
135	266	266	51-72	37-64	13
137	261	263	41-63	31-58	17
139	244	250	10-28	13-34	24
113	***	280	*****	69-87	**

GRADE 8

143	277	273	60-79	35-63	3
147	275	275	58-76	40-70	12
141	266	253	37-64	9-24	-13
151	265	266	34-60	24-50	16
145	261	271	28-56	32-59	31
153	259	248	23-51	6-20	-3
149	251	275	13-34	40-70	57
155	***	271	*****	32-59	**
157	***	253	*****	9-24	**

* NONE AVAILABLE